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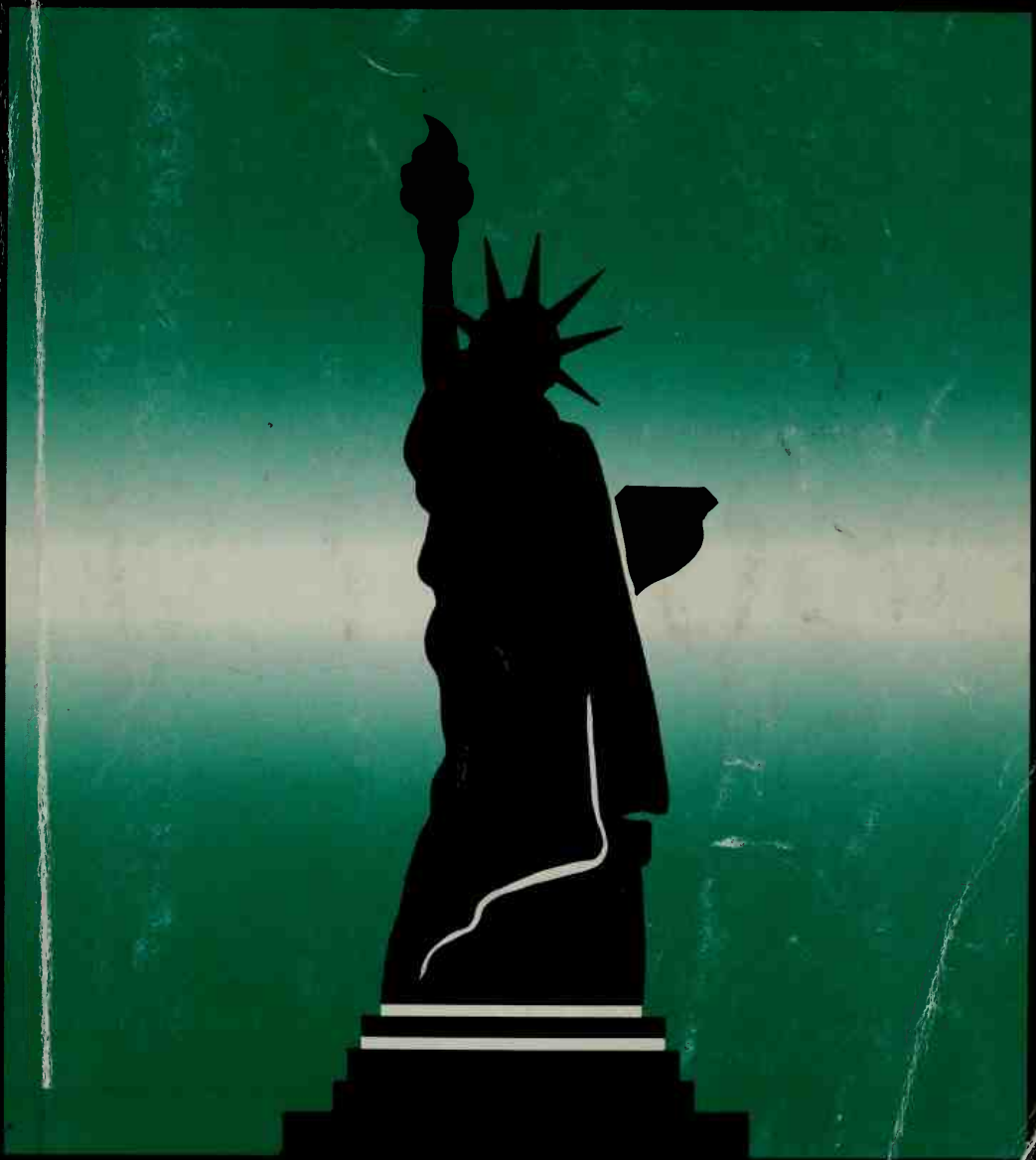

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UNITED STATES HISTORY 1600-1987

Level II

One of a Series of Federal Citizenship Texts

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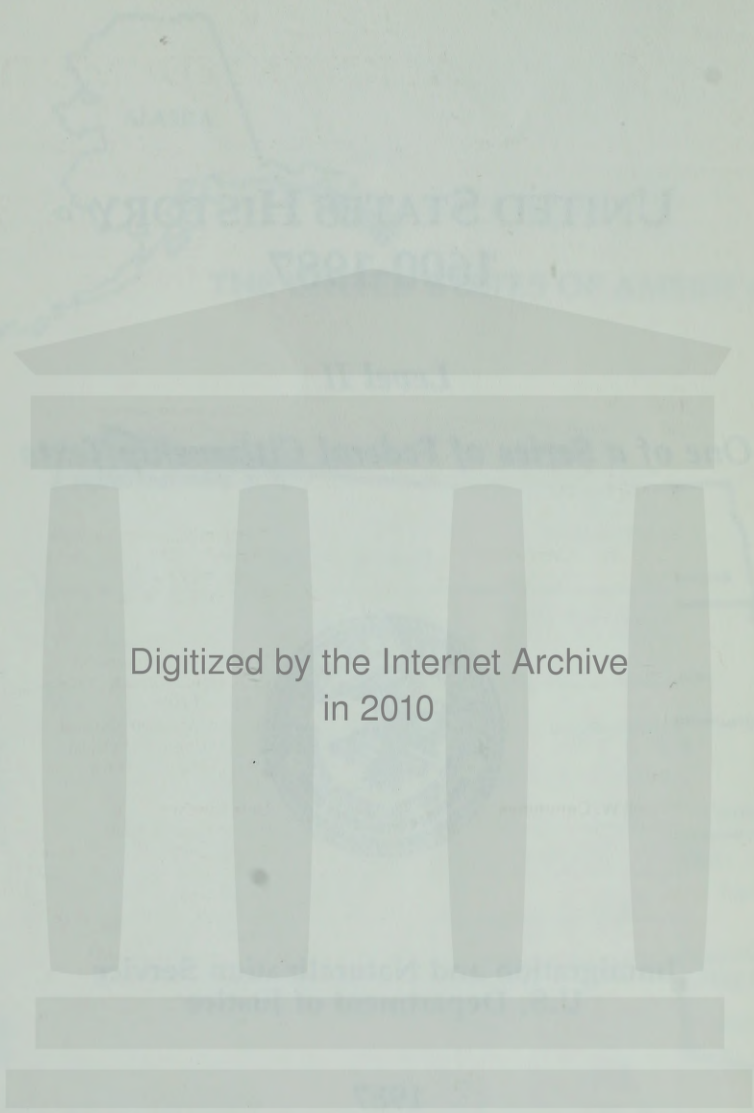

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ACKNOWLEDGMENTS

The new series was reviewed by INS officials and by field practitioners whose comments and suggestions were incorporated into the texts.

The cooperation of the reviewers of the texts is gratefully acknowledged. The reviewers provided helpful suggestions through all phases of the revision process, including the review of guidelines and content areas for and the preliminary versions of the series of texts. The reviewers were:

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Illustrative material for the series of citizenship texts—including maps, photographs, portraits, paintings, and posters—as well as biographical and statistical information were obtained with the assistance of:

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NOTES TO THE READER

The series of federal citizenship texts is designed especially for persons seeking to become citizens of the United States of America. The texts can be used to help the reader prepare for the naturalization examination.

The texts are:

- United States History: 1600-1987, Level II,
- U.S. Government Structure, Level II, and
- Citizenship Education and Naturalization Information.

The main focus of the texts is on understanding the heritage and development of the United States and its system of government. The importance of individual freedom in the United States is stressed throughout the texts.

The **history text** is an overview of the history of the United States from 1600-1987. It provides the history, content and purpose of the Constitution, the amendment process and major historical events. **Portraits** of individuals important in U.S. history are presented for interest.

The **government text** describes the basis of the government of the United States—the Constitution. It discusses the three branches of the United States government and the importance, duties and authority of each. The types of government—federal, state and local—are explained and compared.

The **citizenship education and naturalization information text** discusses the rights and responsibilities of being a U.S. citizen, including rights guaranteed by the Constitution. General information on becoming a citizen is provided, also.

The texts contain **learning objectives** which state in general terms what the reader will learn by completing the texts. At the end of the text is a **glossary** in alphabetical order, listing the **bold** words *not* explained in the text. The words are defined according to the way in which they are used in the text.

Review questions at the end of each chapter relate to the information presented in the chapter. Knowledge of these questions and other material in the texts will prepare the reader for the naturalization examination.

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LEARNING OBJECTIVES
UNITED STATES HISTORY: 1600-1987

By course completion, learners will be able to:

- Identify major reasons why Europeans settled North America.
- Identify early forms of government in the English colonies.
- Identify causes of the French and Indian War.
- Identify the major principles of the Declaration of Independence.
- Describe the main strengths and weaknesses of the Articles of Confederation.
- Describe the organization of the U.S. government as established by the Constitution.
- Describe the main ways in which the Constitution corrected the weaknesses of the Articles of Confederation.
- Identify the Bill of Rights and its importance.
- Discuss the development of the U.S. government from the colonial forms of government to the Constitution.
- Identify prominent individuals who contributed to U.S. history and culture.
- Identify the first major political parties in the U.S., characteristics and leaders.
- Identify the author of *The Star-Spangled Banner*, the circumstances under which it was written, and its importance.
- Identify the concept of Manifest Destiny and its effect on the U.S.
- Identify causes of the Civil War, northern and southern viewpoints, Confederate and Union states and leaders.
- Discuss the importance of the Emancipation Proclamation.

- Discuss the meaning of "government of the people, by the people, for the people."
- Identify outcomes of World War I.
- Identify the purpose and ideals of the League of Nations and the United Nations.
- Name causes of the Depression in the 1920's, how it was ended and the measures taken to prevent a recurrence.
- Identify outcomes of World War II on the U.S., France, England, Germany and Japan.
- Define the Cold War.
- Identify the main issues leading to the civil rights movement and important leaders.
- Identify the importance of Watergate in terms of the U.S. system of government.

I.
Discovery and Colonization

DISCOVERY OF AMERICA

In 1492, **Christopher Columbus** left Spain to try to find a new, quick route to the Far East. The Europeans wanted to trade with China, but the ways of getting there were too dangerous and expensive. Columbus thought that he could sail west and go around the world to reach China, but Columbus never reached China. While en route, he found some islands. He thought he was near the Indies so he called the people living there Indians. What he had really found was part of the Bahamas—islands off the coast of what is now the United States of America.

THE NEW WORLD

Columbus' discovery was very exciting and sparked people's imaginations. Even though he had not found a route to the Far East, he had discovered a *New World*. An Italian explorer, Amerigo Vespucci, was the first to declare it a new continent. The New World was named America in his honor. It is now known as North and South America. Many countries wanted to explore this world. The Spanish explored and settled South America. They came seeking adventure and gold and as priests to teach the native peoples. Many people came, and they often made maps and kept journals, recording all they saw. This news of the New World helped others who came here at a later date.

The first permanent settlement in North America was St. Augustine in what is now the state of Florida. Most of North America was claimed by the British and French.

To the British and French, America* was a New World, open and waiting to be explored and tamed. But the lands were not unsettled. There were **Native Americans**, or Indians, living in many parts of the country in groups called tribes. The tribes were very different from each other. Some were friendly to the people coming from Europe, such as those who helped the settlers at Plymouth, Massachusetts in 1620. They taught the settlers how to farm in the new country, using different methods and growing different crops (such as corn) than the settlers had raised in Europe. Other Indians were unfriendly, even attacking and battling with colonists. These attacks were a real threat to the first permanent English colony in America at Jamestown, Virginia, in 1607. That colony almost did not survive.

Gradually, the Indians were defeated or pushed westward. The settlers had guns while the Indians only had bows and arrows. The settlers also brought many diseases to which the Indians never had been exposed. These diseases often killed the Indians. What probably hurt the Indians the most was that the settlers were taking the land. Indian tribes usually had a territory, but used only part for living and farming. The rest they needed for hunting or gathering plants and berries. The settlers moved onto this land, forcing the Indians to find somewhere else to hunt. There are still Indians in the U.S., and they are the only Native Americans. Everyone else is an immigrant, or one of their ancestors was.

SETTLING IN AMERICA

Colonists from Spain, France, Holland, England, and other countries came to the New World for many different reasons:

- trade,
- **freedom of religion,**

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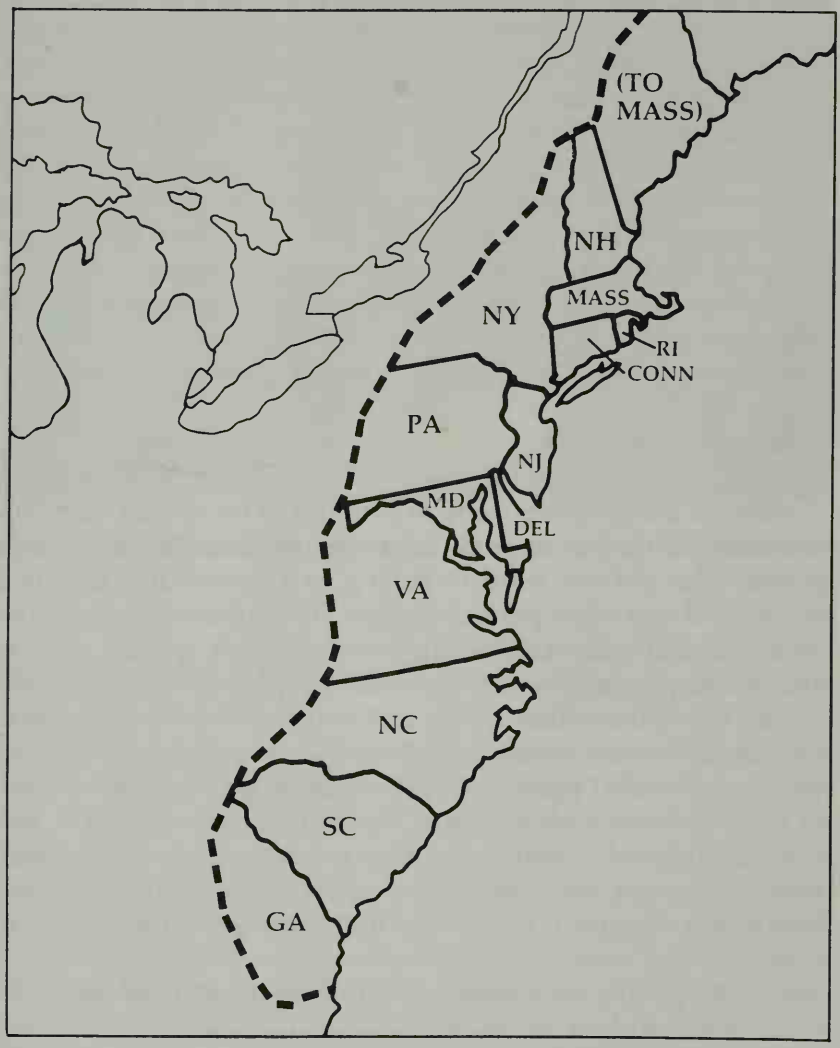
* *America* is used for *United States of America.*

- political freedom, and
- economic reasons.

The 13 colonies they founded along the eastern coast formed the beginning of the United States of America.



The Original 13 Colonies

Virginia

The first permanent colony was Jamestown, Virginia , established by members of the London Company in 1607. These colonists came from England to try to make money by trading with Europe. They believed they would find gold and silver as the Spanish had found in South America, and then they would be rich. When they got to Jamestown, most of the men tried to find gold. They did not want to do the difficult jobs of building, planting food crops and cutting firewood. One of the colonists, Captain John Smith, saw how dangerous this could be, so he took charge. Under Smith, the rule was, "He who will not work shall not eat." People remember John Smith for his good practical leadership. Still, less than half of the colonists in Jamestown survived the first few years. Only new settlers and supplies from England made it possible for the colony to survive. The discovery of tobacco as a cash crop to be traded in Europe guaranteed that the colony would do well.

Massachusetts

Many of the colonists came to America to try to find religious freedom. Catholics as well as some Protestants, Jews and people who did not want to belong to a church had troubles in England and other parts of Europe. The rulers of these countries told their citizens that they must go to a specific church and worship in a certain way. Some people had different religious beliefs than their rulers and wanted to have their own churches. The first group to come to America seeking religious freedom was the **Pilgrims** in 1620. They sailed across the ocean in the *Mayflower* and landed at Plymouth, Massachusetts. Before landing at Plymouth, the Pilgrims agreed on the government they wanted, and drew up a document called the **Mayflower Compact**. It had two important principles:

- the people would vote about the government and laws; and,
- the people would accept whatever the **majority** chose.

These two principles were very important later in writing the Constitution of the United States.

Pilgrims Signing the Mayflower Compact *Library of Congress*

Only half of the Pilgrims survived the very harsh winter. Good leadership by William Bradford and help from friendly Indians enabled the rest of the people to learn about farming and fishing to survive. The Pilgrims are probably best known for the holiday they began in the fall of 1621, called **Thanksgiving**. They invited the Indians to join with them in a feast to thank God for a year of peace and the bountiful harvest. Thanksgiving is celebrated in America every November with the same thankful spirit.

The Puritans, another religious group from England, also came to America for religious freedom. They came to the Massachusetts Bay area in 1630. The Puritans were well prepared to establish a colony, having brought 11 ships filled with hundreds of colonists. They worked hard to develop the important

colonial industries of fur trading, fishing and shipbuilding. The Massachusetts Bay Colony prospered, attracting Puritans as well as others. The Puritans had their religious freedom, but did not let other groups have it within their colony.

Maryland

Some colonies began when the King of England gave large pieces of land to people. These colonies were called **proprietary colonies** because one person or a small group of persons owned the land. For example, Lord Baltimore was given the land that is now the state of Maryland in 1634. He wanted to make money by renting and selling the land. As a Catholic he also wanted Catholics to have freedom of religion. They could not have this freedom in England or in some of the other colonies. In 1649, Maryland proclaimed the famous **Act of Toleration**, providing freedom of religion for all Christians in Maryland.

Rhode Island

The lack of religious freedom in the Puritan colony led Roger Williams, a minister, and some of his followers to leave Massachusetts. They founded a new colony in 1636 called Rhode Island, and gave everyone religious freedom. Rhode Island was the first colony to have complete separation of church and state. The idea that church and state should be separate is one of the basic principles of the American government today and is found in the Constitution.

Connecticut

Other colonies were founded as more and more people came to America in search of religious and political freedom as well as a chance for an improved life. Connecticut was founded in 1636 by Thomas Hooker, a minister, and members of his church. They wanted to leave the strict conditions in Massachusetts and believed Connecticut had better farmland. Settlers in Connecticut drew up the first written constitution in

America, the **Fundamental Orders of Connecticut**, establishing a legislature, governorship and fair taxation.

New Hampshire

Other people left Massachusetts for New Hampshire, after the land had been opened to settlement in 1623. They left for political, religious and economic reasons. The settlers took advantage of the plentiful fishing and trading opportunities of the New Hampshire coast.

North and South Carolina

The Carolinas were proprietary colonies. Pioneers from Virginia settled the northern part, while Europeans settled the southern part (1663). The Carolina settlers wanted self-government which the landowners, or proprietors, would not allow. North and South Carolina each became a royal colony when the proprietors gave up their charter in 1729.

New York

The English Navy took New Netherlands away from the Dutch in 1664 and renamed it New York. New York became an English colony but the Dutch settlers kept their rights, their land, their language, and their religion.

New Jersey

The colony of New Jersey also was formed in 1664. There were Dutch and Swedish settlements already in New Jersey. Additional settlers were encouraged so that the proprietors could earn money from renting the land. The land was later sold to Quaker groups so that people could have religious freedom.

Pennsylvania

The colonists in Pennsylvania, founded in 1681 by William Penn, also believed in the separation of church and state. It

was founded as a haven for a religious group called Quakers, but gave religious freedom to anyone who believed in God. Pennsylvania was called Penn's *Holy Experiment* because he wanted everyone in the colony to have freedom of speech and religion and to be equal before the law. As a result of this liberal attitude, settlers flocked to Pennsylvania, which grew and prospered.

Delaware

Delaware became part of the colony of Pennsylvania in 1682, when it was given to William Penn by New York. When the people living there decided they did not want to be governed by the Pennsylvania legislature (1703), Penn let them set up their own legislature.

Georgia

Georgia, the last of the original 13 colonies, was not founded until 1732. James Oglethorpe wanted it to be a haven for people who were in debt in England. They could have a second chance by going to Georgia, where the government gave them a piece of land to farm.

DEMOCRATIC INSTITUTIONS IN THE COLONIES

Democratic institutions did well in the New World. The charter given to the colony of Virginia gave its colonists all the rights the English had. These important rights were given to the other colonists in the English colonies as well. Many of the specific rights are found in the U.S. Constitution. Another important right granted by the King to some of the colonies was the right to have **representative assemblies**. The first one established was the **Virginia House of Burgesses** in 1619. The colonists elected representatives who met to make the laws for the colony. This is called **representative democracy**. The people do not vote directly on the laws but choose representatives to vote for them. Many of the other colonies followed Virginia's example.

Other colonies believed in **direct democracy**. At town meetings, all the voters from the town met to vote on the laws for their town. This kind of government is possible only in a small area because the voters need to meet frequently. At the town meetings, the people also elected their representatives to the colonial assemblies. From the beginning, government in the United States has combined direct and representative democracy. Today, it is mostly representative but some direct democracy still exists. (See U.S. Government Structure book, chapter III, for more detail on direct democracy.)

GOVERNMENT IN THE COLONIES

The government of the colonies was not completely democratic. The King appointed governors in all the colonies except Connecticut and Rhode Island. These governors could **veto** laws passed by the colonial assemblies and appoint some government officials. In most of the colonies there also were two assemblies. The King appointed the members of the upper house, or the **governor's council**. Therefore, the King and his appointees controlled part of the government. Also, not all of the colonists could vote. People had to meet qualifications to be able to vote or be a representative. Only men who owned property could vote, and sometimes people had to meet religious qualifications. Democracy was not complete in the colonies, but it had made a good beginning. The colonies had much freedom and self-government.

REVIEW QUESTIONS

1. Name one of the early settlements in North America.
2. Name one problem faced by early settlers.
3. Name two reasons why Europeans settled in the New World.
4. How many original colonies were there?
5. Find four of the original colonies on a map of the U.S.
6. Name four of the original colonies.
7. Name two groups of colonists who came to the New World in search of religious freedom.
8. What document, written by the Pilgrims, established the principle of majority rule, later used in writing the Constitution?
9. What holiday, still celebrated in the U.S., was begun by colonists?
10. What important principle regarding religion was established in Rhode Island and some of the other colonies?
11. Name one example of a democratic institution in the colonies.
12. Name one example of why democracy was not complete in the colonies.

NOTES

NOTES

II.
Revolutionary War and the Constitution

FRENCH AND INDIAN WAR

One of the reasons that the King of England allowed the colonies so much freedom and self-government was that England and France were at war much of the time between 1689 and 1763. Generally these wars were fought in Europe, even though they were concerning colonial issues. In 1754, the war broke out between the British and French in North America. The problems in North America grew out of the different ways the British and French settled the land. The French controlled the area which is now Canada. Most of the people in Canada were trappers and fur traders. The British controlled the area which is now the United States and usually built farms or towns. Unfortunately, both the British and the French claimed one piece of unsettled land. When French troops tried to move into this land, they met Virginia **militiamen**. They fought and at first the French, with help from their Indian **allies**, won most of the battles. This was the beginning of the French and Indian War, lasting from 1754 to 1763.

George Washington, who later would be the first President of the United States, completed several daring missions for the English. The English sent in extra troops and reorganized. The colonists helped as the English began to win more and more of the battles in America. The English also were winning battles in Europe. In 1763, the French and Indian War ended with the **Treaty of Paris**. France lost all of her colonies, and England had power over most of the colonies in North America.

RESULTS OF THE FRENCH AND INDIAN WAR

The problems in the American colonies did not end when the war ended. In fact, they were just beginning. The colonists had become used to the freedom they had had—especially in trading with other countries and in self-government. They had begun to think of themselves more as *Americans* than as Englishmen. The colonists had gained self-confidence and experience in fighting wars. They saw the need for the colonies to be united to be able to solve common problems. They also were feeling less dependent on England for help because of the decreased danger of attack from the French. However, now that the problems with France were solved, England was ready to re-establish its control over the colonies.

At this time, one of the reasons countries such as England (called the Mother Country) wanted to have colonies was so that they could buy goods from the colonies at low prices. They then could sell their own manufactured goods back to the colonies at high prices. They did this by:

- allowing the colony to trade only with the Mother Country, or
- forcing the colony to pay high taxes on trade with other countries.

After the French and Indian War, England wanted to follow this policy very strictly. The war had been very expensive and England wanted the colonies to help pay the costs.

The British government decided on a new policy for the American colonies. This policy involved:

- enforcing laws strictly,
- new taxes,
- new policies for settling land, and
- **quartering** of soldiers.

The **Navigation Acts** were passed which allowed colonists to ship their goods only on English ships and to sell some of their produce only to England. This hurt the colonists because the

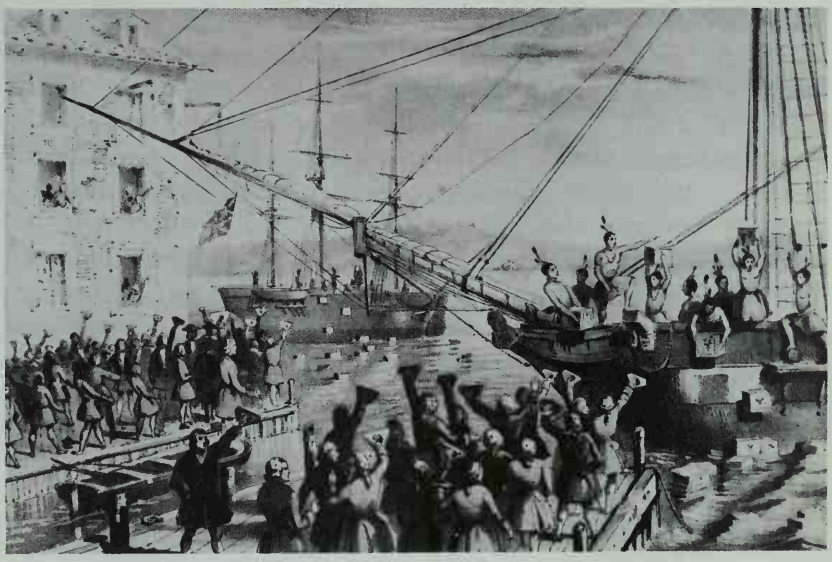
other countries in Europe would have paid a higher price for the same produce.' Many colonists responded by smuggling goods in and out of the country. In fact, this action was so prevalent that the English responded by proclaiming the **Writs of Assistance**, which were **search warrants** allowing English officials to search any home, building or ship for smuggled goods at any time.

England also put new taxes on the colonists, such as the **Stamp Act**. The Stamp Act forced the colonists to buy stamps from the government to put on their printed materials such as wills and newspapers. A **proclamation** on land policy (the Proclamation Line of 1763) did not allow colonists to settle west of the Appalachian mountains. England also forced the colonists to feed and house English soldiers, called quartering. All of these actions greatly angered the colonists. They believed that their rights had been violated because some of these actions were illegal under British law. Probably what made the colonists most angry was **taxation without representation**. England was making the colonists pay a tax but the colonies were not allowed to send representatives to the English **legislature** to vote on the tax.

COLONISTS' ACTIONS AGAINST ENGLAND

To show they were against the British laws and policies, the colonists did not follow or obey the laws. Many laws the colonists simply ignored. They knew it would be almost impossible for the British government to prevent them from settling west of the Appalachians or from smuggling goods in and out of the colonies. They also **boycotted** English goods as much as they could, finding substitutes for the goods. They **demonstrated** in public and wrote letters and editorials in the newspapers complaining about the unfair taxes and laws. Several patriotic societies were formed. Men opposed to the Stamp Act formed the **Sons of Liberty** to organize protests against that tax. By 1772, so many colonists were protesting English policies that **Committees of Correspondence** were formed to keep all the different groups informed of new developments. The colonies cooperated with each other and united against England.

England passed the **Tea Act of 1773** which placed a tax on imported tea. The colonists were so angry that some of them dressed up as Indians and secretly boarded a ship in the Boston harbor which was carrying tea. The colonists dumped all the tea into the ocean. The act is famous as the **Boston Tea Party**.



Boston Tea Party *National Archives*

The Boston Tea Party made people in England very angry with the colonists. The English legislature passed the **Repressive Acts** (1774). These laws were intended to punish the colonists in Massachusetts and **assert** British authority. The acts were so strict that the other colonies supported Massachusetts. The colonists called them the **Intolerable Acts**.

FIRST CONTINENTAL CONGRESS, 1774

To show their **unified** position, the colonists held the first meeting of the **Continental Congress**, from September 5 to October 26, 1774, in Philadelphia. Twelve of the 13 colonies sent representatives, including such famous men as George

Washington and Patrick Henry. The Congress wrote a **Declaration of Rights**, which asked the King to look at and correct the problems about which they were complaining, including **repealing** the Intolerable Acts. The Congress also voted on a boycott of British goods. Patrick Henry's stirring words to close the Congress, "Give me liberty or give me death," told the English that this group of colonists calling themselves Americans was willing to fight for the principles in which they believed. The colonists began training the militia and storing supplies.

THE REVOLUTIONARY WAR, 1775-1783

Unfortunately, the English did not listen. The English legislature and the King rejected the Declaration of Rights. They also sent troops to Lexington, Massachusetts, to find the colonists who were leading the rebellion and to seize military supplies at Concord. At Lexington the colonial **Minute Men** did not leave quickly enough when the English troops arrived. Eight Americans died and some were wounded. The English pushed on to Concord, where the colonists "fired the shot heard round the world," and started the American Revolutionary War.

During the first year of the war, the colonists were not sure if they were fighting for their rights as English citizens or for independence. Some factors helped the Americans decide to fight for independence. The English hired German soldiers, called Hessians, to help them fight the war which made the Americans very angry. Some Americans were influenced by Thomas Paine's famous pamphlet, "Common Sense." His appeal to Americans that they had a "moral obligation to the world . . . to set herself up as an independent democratic republic," persuaded many people to be active, loyal supporters of the Revolution. The Americans had self-confidence because they had fought well against the British. The Americans also were lucky to have George Washington as their **Commander in Chief**. He had military experience and was greatly admired by his men. He was a great inspiration during the hard times of the war. And though his men were not as well trained as

the English soldiers, they usually could shoot more accurately. Also, the Americans could not get help from France until they declared their independence from England because England might declare war on France.

Declaration of Independence, July 4, 1776

Some colonists were loyal to England throughout the war. Others wanted the problems to be resolved. The **Second Continental Congress**, acting as the central government, had been meeting since May 1775, handling issues necessary to fighting the war, such as establishing the **Continental Army**, appointing George Washington as leader of the army, and calling for support, both troops and funds, from colonists. Though the Second Continental Congress at first had made clear that they were still loyal to England, they finally decided that England was not going to treat the colonies better than it had been; in fact England was going to punish them harshly. After much debate, representatives of the **Second Continental Congress** decided to declare their independence from England.

Signing the Declaration of Independence *Architect of the Capitol*

The Congress asked Thomas Jefferson, a lawyer and farmer from Virginia, to write the **Declaration of Independence**. What he wrote inspired the Americans fighting for freedom as it has inspired people fighting to be free ever since. Some of the most important ideas in the Declaration of Independence form the basis of the American government. Perhaps the most important is the belief that **all men are created equal.** This belief is crucial to a working democracy. And while all Americans have not always enjoyed equal rights, this stated belief has given inspiration to those working to extend rights to everyone.

Jefferson based his claim to independence on two basic principles:

(1) that all people have **"certain unalienable rights,"** including **"life, liberty and the pursuit of happiness."**

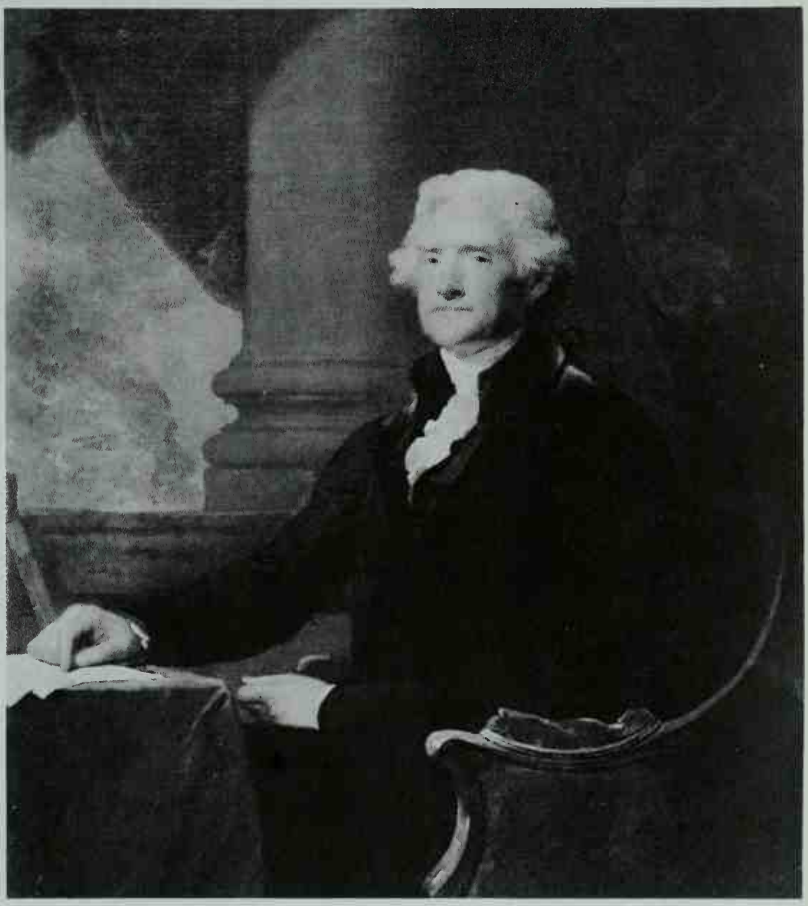
Unalienable means that each person is born with specific rights that cannot be taken away. Everyone who lives in this country, whether or not he or she is a citizen, has these rights.

(2) that a government exists only by **consent of the governed.**

This means that the government must carry out the wishes of the people as expressed by how the people vote. Jefferson and the other members of the Congress believed that England was not listening to the wishes of its people. Therefore, they believed that they had the right to destroy the old government and form a new one.

To show that England had ignored the Americans and violated their rights, Jefferson also wrote a list of the complaints or grievances the colonists had against the King. (See the copy

THOMAS JEFFERSON



Library of Congress

WHO HE WAS

- Virginia farmer and lawyer.
- Had sympathy for and belief in *the common man*.
- Devoted himself early in his life to the cause of freedom.
- Participated with enthusiasm and skill at many levels in the United States government.
- Believed strongly in states' rights as a way of preserving freedom.

WHAT HE DID

- Wrote the Declaration of Independence.
  - — Understood the universal appeal of *natural rights* presented in the Declaration.
  - — Wrote that with the Document, "We mutually pledge to each other our lives."
- Ambassador to France while Constitution was written.
- First Secretary of State.
  - — Under George Washington.
  - — Helped lay foundations of U.S. foreign policy.
- Vice President under John Adams.
- Helped found and lead Democratic-Republican Party.
- Elected third President of the United States.
  - — Concluded Louisiana Purchase.
  - — Kept U.S. out of war with England during trying times.
- Championed rights of the middle-class and small farm owners.

of the Declaration of Independence in Appendix A in this book to find the parts talked about here.) Jefferson ended the Declaration with the statement that the colonies are, and should be, free and independent states.

The Declaration of Independence was adopted on July 4, 1776. Americans celebrate this day as the birth of their country. It is a national holiday, often celebrated with parades, speeches and fireworks as family and friends gather to remember their nation's birth.

The Declaration of Independence was a magnificent document and encouraged the colonists and their friends in other countries to fight for their freedom. But the war still had to be won or the piece of paper that was the Declaration of Independence would have little meaning.

Fighting the War

From the beginning, the revolutionary army fought well. The colonists did not have as much training, ammunition, clothes,

Battle of Bunker Hill *National Archives*

or food as the British. The men were often in rags and without shoes. But, the colonists were fighting for principles in which they believed and they were fighting on their own land. They also fought differently than the English soldiers expected. The English generals had a hard time adjusting and lost or nearly lost several battles in spite of having more troops and ammunition than the Americans. George Washington led his army in one of the most exciting battles at Bunker Hill, just outside Boston. The Americans were outnumbered two to one, but lost only because they ran out of ammunition.

The American forces barely managed to hold their own for the next few years. They won some battles by surprising the English. The lack of supplies, training and numbers hurt them. Only inspired military leadership and courage from such generals as Ethan Allen, George Rogers Clark and George Washington kept the Americans in the war. In a series of battles, the Americans had many victories and took control of new territories. The final decisive victory for the American forces came on October 19, 1781, at **Yorktown**, Virginia. English General Cornwallis had to surrender his entire force. Though the war did not end formally for another two years, from then on the Americans were the controlling force.

The experiences of Americans during the Revolutionary War varied as much as the opinions regarding whether America should be rebelling. Some people were barely affected by the war—they were unaware that it was being fought. But even these people, usually farmers in frontier areas, became aware of the war by its conclusion. For others, the war was a part of daily life. Certainly that was true for the soldiers, who often endured terrible conditions and went without pay to fight for independence. It was also true for the families of soldiers. Crops still had to be planted, businesses operated and food put on the table. Some men, worried about their families, left the army to help with planting or other tasks. Other families did the best they could. People who remained loyal to the King of England (usually called Tories or Loyalists) often were involved in the war. Some fought with the British, while some suffered the hardships of being imprisoned, forced out of their homes

and even beaten. Other Loyalists, however, made much money selling supplies and food to the British.

Treaty of Paris, 1783

Three **negotiators** went to Paris from America to write the peace treaty to end the Revolutionary War: Benjamin Franklin, John Jay, and John Adams. The **Treaty of Paris**, signed in 1783, was very generous to the newly independent 13 colonies. The English recognized America's boundaries as:

- the Atlantic Ocean to the east,
- the Mississippi River to the west,
- the Great Lakes to the north, and,
- Florida, then controlled by Spain, to the south.

Perhaps most importantly, America had won world recognition of its independence. The following map shows the U.S. after the treaty was signed.

AFTER THE REVOLUTIONARY WAR

The problems of day-to-day government overshadowed the celebrations of the end of the Revolutionary War. Groups which had forgotten their disagreements and were united in the common goal of defeating the English now were ready to reassert their interests. Not only were interests different, but many people felt more loyalty to the individual states in which they lived than to the United States. Most people also were afraid of a **centralized government** because they thought it could become too strong. They wanted the states to have most of the power so that the people could control the government directly.

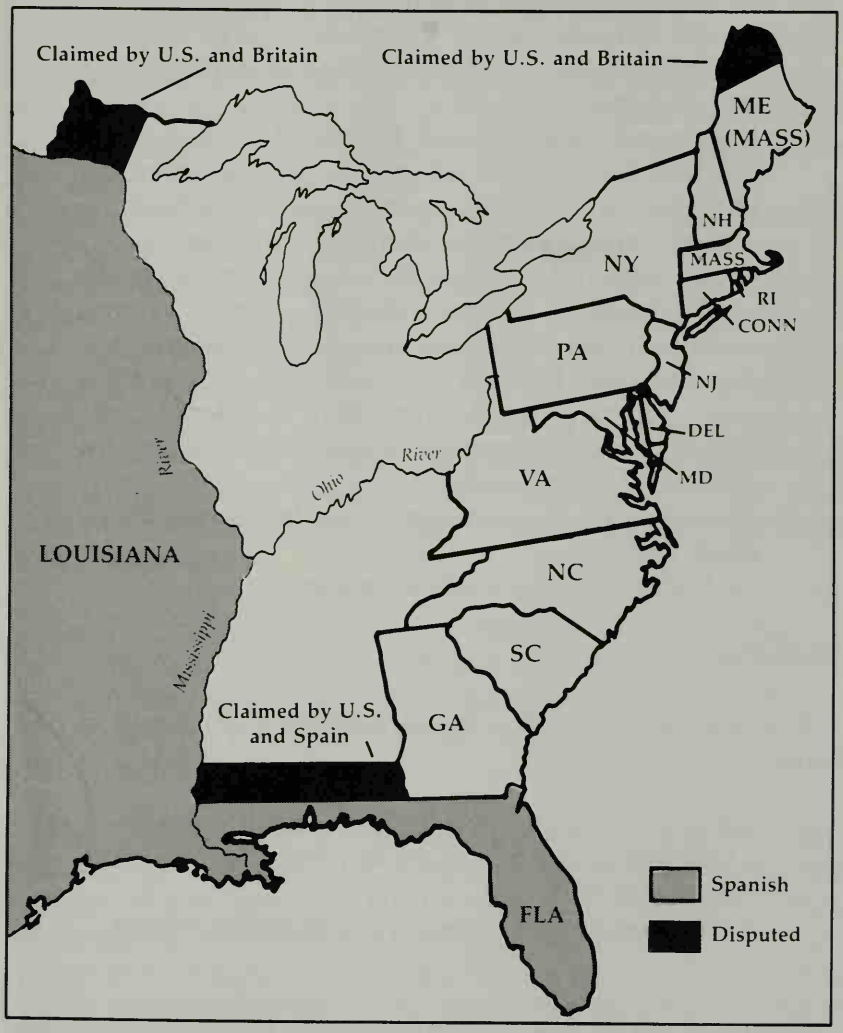
ARTICLES OF CONFEDERATION

The Congress gave the people the kind of government they wanted with the **Articles of Confederation**. This document was intended to provide the basis for the government, as the U.S.

Constitution does today. There were strengths and weaknesses in the Articles.

Weaknesses

The newly formed United States of America faced many serious problems. The main problem was that although the Arti-



Original 13 States and Northwest Territory, 1783

AMSCO School Publications

cles of Confederation was what the people wanted, it did not give enough authority to the federal government.

Other problems were:

- it was in debt;
- many of the states were printing their own money, which undermined the value of the money printed by the federal government;
- it was difficult for the Congress to pass laws because **at least 9 of 13** states needed to meet together and to agree on issues;
- it was even more difficult to amend or change the Articles because **all 13** states had to agree on changes (Amendments were necessary to help the government respond to changing conditions.);
- the Articles did not give the government power to establish courts to settle disputes nor to control trade between states or with foreign countries;
- the Congress had the responsibility of defending and protecting the country, but it did not have power to recruit troops or to tax citizens to pay for defense of the country;
- there was no executive, such as the current President; and,
- each state had too much **autonomy**.

Strengths

The government under the Articles of Confederation had some strong points:

- the country was united during difficult times;
- a favorable treaty to end the Revolutionary War was negotiated; and,
- western territory was opened to peaceful settlement.

This weak federal government was what the people believed they wanted, but it did not work well. The big issue became

whether the United States of America should be:

- 13 independent, **sovereign** states, each acting as an independent country; or,
- 13 **mutually dependent** states, acting as one united country.

CONSTITUTIONAL CONVENTION, 1787

Solving the problems was a high priority of the Constitutional Convention called in 1787 "for the sole and express purpose of revising" the Articles of Confederation. The result was the United States Constitution.

The men who met at the Constitutional Convention had a difficult job ahead of them. Thomas Jefferson called them an "assembly of demi-gods." Such talent and vision would prove necessary to completing the task. Only 12 of the 13 states had sent representatives, totaling 55 altogether. Rhode Island refused to send delegates because of its strong independent streak and desire to continue printing its own paper money. The men met in the Philadelphia state house building, behind locked doors. They wanted the meetings kept secret so that they could debate all options. The delegates agreed on perhaps only two issues:

- The federal government needed to be made stronger and more centralized than it was; and,
- A new strong federal government must not take away any of the liberties, or freedoms, of the people.

The Convention accomplished almost nothing at first. The decision to write a new Constitution rather than revise the Articles of Confederation left the delegates with the problem of designing the basis for the new government. The large, populous states, such as Virginia, wanted representation based on the number of people in the state. Their plan was called the **Virginia Plan**. Their argument made sense, since those states would pay more taxes and send more men to war than the

BENJAMIN FRANKLIN

Library of Congress

WHO HE WAS

- Worked as printer and publisher, but tried many other professions.
- Strongly believed in education and opportunity for all.
- Known for diplomatic skills in helping colonies settle differences among themselves or with other countries.

WHAT HE DID

- Promoted colonial unity during French and Indian War.
- Delegate to Continental Congress.
- Famous remark at signing of Declaration of Independence, "We must all hang together, or most assuredly we will all hang separately."
- Published many widely read publications, including:
  — *Pennsylvania Gazette;*
  — *Poor Richard's Almanack,* the second most widely read book in the colonies, other than the Bible.
- Opened first privately supported lending library in the United States.
- Helped found the University of Pennsylvania, the first American university not controlled by a religious organization.
- One of three negotiators of the Treaty of Paris (1783) which ended the Revolutionary War.
- Delegate to the Constitutional Convention, and signer of the Constitution.

small states. The large states deserved to have the power to protect their interests. Of course, this plan was not acceptable to small, less populated states. They wanted each state to have an equal number of representatives, as in the Articles of Confederation. This plan was called the **New Jersey Plan**. Their argument also made sense, because they believed the large states would try to use their strength to pass laws ignoring or even opposing the small states' interests. The Convention was deadlocked. No action was possible until the method of choosing the government was determined.

Compromises Create the Constitution

A solution finally was reached called the **Great Compromise**, or Connecticut Compromise. A **bicameral legislature** satisfied everyone. This means there were two lawmaking branches:

- the **House of Representatives**, elected on the basis of the number of people in each state; and,

Signing of the Constitution *Architect of the Capitol*

- the **Senate**, with two Senators from each state (no matter what the size or population of the state).

There were still many other problems to solve, but the spirit of compromise had been set by the Great Compromise. The other problems were serious, but the biggest obstacle had been removed.

The other problems related to:

- slavery;
- tariffs;
- electing the President of the United States; and,
- guaranteeing civil rights in the Constitution.

It was difficult to compromise on these issues because people felt so strongly about them. They did not want to give up something they believed could threaten their way of life.

Slavery

One of the most difficult issues was slavery. Slavery had existed in the colonies since 1619 when the first blacks were brought to Virginia from Africa. The southern states approved of slavery and believed they needed it to provide inexpensive labor on their farms. Most southerners did not think of slavery as moral, but they believed that they needed it to keep their way of life. Most northern states either did not have slavery or would soon make it against the law. They did not think of slavery as moral either, but most northerners did not care too much if the South kept slavery. There was little discussion of outlawing slavery.

The problem came because the southern states wanted to count the slaves as part of the population to determine how many Representatives the southern states would have in the House of Representatives. But they did not want to count slaves for tax purposes. The northern states wanted the opposite. In the end, the delegates settled on the **Three-Fifths Compromise**. Five slaves would be counted as three free people for both representation and taxation.

Tariffs

The **tariff** issue also split the North and South. The agricultural South did not want the federal government to have the power to impose tariffs on their exports of rice, indigo and tobacco. The North was more industrial than agricultural. It wanted the federal government to be able to do whatever was necessary to regulate or control commerce to protect developing northern industry. Congress was given power to regulate all foreign commerce, and to place tariffs on imports, but not exports. The solution calmed southern fears that tariffs on exports would make their products too expensive to compete on the world market while also meeting the northern desire to protect American industry from low-priced imports.

Presidency

There was disagreement on how to elect a President and the term of office. The Articles of Confederation had not had an executive leader because the colonists did not want one person to have too much power. They were afraid that someone would become President and not step down, but stay in power and become similar to the Kings of England. Therefore, the delegates to the Constitutional Convention wanted to have a President who could lead the country but who would be limited in power by the Constitution. One limitation in the Constitution is that the President must run for re-election every four years. No one could be President for more than four years unless the people voted for him/her again. Another limitation was that the President would be elected through the **Electoral College**. The people in each state would vote for their choice for President. The person who won the **majority** of the votes in that state then would get the votes from all the electors in the Electoral College that the state had. The number of electors each state had was to be based on its population. This process helps guarantee that one person will get a majority of the electors so that a clear winner can be found.

Guarantee of Civil Rights

Many delegates felt that the Constitution should guarantee the rights of the people. They also saw the necessity of giving

the federal government more power than it had had under the Articles of Confederation. But they were worried. Their experiences with England made them afraid that if the government was too strong, it might take away the rights they had fought to win in the Revolutionary War. Some of the states guaranteed such rights as freedom of speech and religion in their own constitutions. People in these states wanted the U.S. Constitution also to guarantee these rights. The delegates agreed that those rights were important, but that it was not necessary to put them in the body of the Constitution. They compromised, and said that a **Bill of Rights** would be added to the Constitution immediately, as the first **amendments**.

Signing of the U.S. Constitution, 1787

The Constitution finally was completed after a long hot summer of hard work and heated debate. The delegates to the Constitutional Convention now had to convince the states to accept it. That task proved to be as difficult as writing it had been. The delegates knew that some of the state governments, such as Rhode Island, would not approve it. They concluded that the best test would be to have the people decide. The states were asked to call special conventions to **ratify** the Constitution. When two-thirds of the states had ratified the Constitution, it would be declared the law of the land. The voters in each state elected their representatives to the convention. They voted either for:

- Federalists, who would support and ratify the Constitution, or
- anti-Federalists, who did not like and would try to change or get rid of the Constitution.

Some states, especially small ones, ratified the Constitution quickly. In many states, however, there was heated debate. The debate in New York was the most famous. In the beginning, the anti-Federalist majority was strong. Three important men

wrote persuasive and eloquent articles for ratifying the Constitution:

- Alexander Hamilton, often called the Father of the Constitution;
- John Jay, who negotiated the treaty to end the American Revolution; and,
- James Madison, later a President of the United States.

These famous papers, in a collected work entitled *The Federalist Papers*, are studied and discussed almost as much today as they were then, as some of the best writing about the Constitution. By June 21, 1788, enough states had ratified the Constitution for it to be in effect. All 13 states eventually ratified it soon after George Washington took office as the first President of the United States of America on April 30, 1789.

The main differences between the Articles of Confederation and the Constitution are shown on the following chart.

ARTICLES OF CONFEDERATION	CONSTITUTION
1. Loose bonds between independent states.	1. Strong ties and **interdependence** between states.
2. One vote in Congress for each state.	2. Two votes in the Senate for each state, number of votes in House of Representatives determined by number of people (see Article I, Sections II, III).
3. Two-thirds vote in Congress to pass legislation.	3. Legislation passes by **simple majority** in Congress with President able to **veto** (see Article I, Section VII, paragraph 2).
4. No leading executive power; committees and Congress to **execute** laws.	4. President to execute laws; has much power, but specified in Constitution (see Article II, Sections II, III).
5. States control all commerce and trade regulations.	5. Congress controls both foreign and interstate commerce (see Article I, Section VIII, paragraph 3).
6. Congress may not make states or citizens pay taxes.	6. Congress may require states or citizens to pay taxes (see Article I, Section VIII, paragraph 1).
7. No courts above state level.	7. **Hierarchy** of federal courts, with Supreme Court at top (see Article III).
8. All states must approve amendments.	8. Amending Constitution simpler than under Articles (see Article V).
9. No power to enforce laws over people or states.	9. Much power of enforcement over people, and some over states.

THE CONSTITUTION: THE BASIS OF U.S. GOVERNMENT

The structure of the Constitution has not been changed since it was first written. Amendments have been added to meet changing situations, but the basic document has proven flexible enough to survive the many changes since 1787. The main idea or philosophy of the Constitution is **federalism**. Under federalism, the powers of the government are divided between the central (federal or national) government and the state governments. There are three types of powers:

- **Delegated** or **enumerated powers**:
  - — Powers which belong to the federal government.
  - — Include foreign policy and defense of the country.
- **Residual powers**:
  - — Powers which belong to the state governments.
  - — Include education and traffic laws.
- **Concurrent powers**:
  - — Powers shared by the federal and state governments.
  - — Include levying taxes, borrowing money and building roads.

This division of power has worked well but also has been thought of in different ways by different groups of people. There are different ways to interpret the division of powers:

- **strict interpretation** means the federal government should do only what is specifically stated in the Constitution; and,
- **loose interpretation** means the federal government can expand its power whenever needed, except in areas specifically given to the states.

This **controversy** has been of major importance throughout American history. There has been a tendency towards loose

interpretation and a strong federal government. (Refer to the U.S. Government Structure book, chapter I, for explanation of how the Constitution has shaped the government.)

Bill of Rights

The **Bill of Rights** that the delegates had promised to add to the Constitution was begun immediately, and finished by 1791. These 10 amendments are crucial in establishing the civil rights and liberties of all Americans. The amendments are described below.

1st Amendment

Guarantees the rights of freedom of speech, press, religion, peaceable assembly, and requesting change of the government. It also states that church (any religion) and state (any part of the government) should be separate. These are some of the most important rights Americans have, and they are carefully enforced.

2nd Amendment

Gives Americans the right to have weapons or the right to own a gun. (However, there are regulations about buying and keeping guns.)

3rd Amendment

The government may not require the people to quarter, or house, soldiers in their home during peacetime without asking the people. (The English government did require Americans to quarter soldiers, which made the Americans very angry.)

4th Amendment

This amendment, similar to the 3rd, limits the power of the government. It says that the government may not conduct "unreasonable search and seizure" of persons or property. This means that the government

needs to have a reason to search the person or his/her house. The reason must be written down on a **warrant**, which describes the person and place to be searched.

5th Amendment

The 5th amendment often is used in court. It ensures that everyone has the right to a fair trial. It says a person may not be tried for a crime more than one time. Also, a person cannot be forced to **testify** against him/herself.

6th Amendment

This amendment says that if a person is charged with a crime he or she still has important rights, such as the right to a quick and public trial with a **jury** of his or her **peers**. If he or she cannot afford a lawyer, the state must provide one.

7th Amendment

Allows trial by jury in most cases.

8th Amendment

The government must not have excessive fines (punish someone for a crime by making them pay a lot of money) or cruel and unusual punishment (punishments which can hurt the prisoner).

9th Amendment

The people have rights other than those mentioned in the Constitution.

10th Amendment

Any power not given to the federal government by the Constitution is a power of either the state or the people.

Amending the Constitution

The writers of the Constitution and the Bill of Rights knew that changes might need to be made as the country grew and changed. But they did not want to make it too easy to change or the Constitution might be changed too often and come to mean very little. Therefore, it was decided that amendments to the Constitution could be **proposed** in only two ways:

- by a two-thirds vote in both Houses of Congress; or,
- by a special convention called by Congress after two-thirds of the states ask for it.

The second way has never been used.

The amendment then must be ratified, or accepted. This can be done in two ways:

- by the legislatures of three-fourths of the states; or,
- special conventions called by three-fourths of the states.

The second way of approval has been used only once, in approving the 21st amendment. The Constitution and the 26 amendments to date are shown in Appendix B in this book.

REVIEW QUESTIONS

1. Name one way the colonists benefited from the French and Indian War while it was being fought.
2. Name two new policies the British government set for the colonies after the French and Indian War.
3. Name two ways the colonists protested British policies before the Revolutionary War.
4. What was the purpose of the Declaration of Independence?
5. Who was the main author of the Declaration of Independence?
6. Name one major principle of the Declaration of Independence.
7. What do Americans celebrate on the Fourth of July?
8. What was the purpose of the Treaty of Paris, signed in 1783?
9. What document provided the basis for the U.S. government after the Revolutionary War?
10. Name one weakness or problem in the Articles of Confederation.
11. Name one strength or good point in the Articles of Confederation.
12. How were the problems in the Articles of Confederation solved?
13. Name one issue on which the delegates to the Constitutional Convention had to compromise.
14. How did the delegates to the Constitutional Convention decide to guarantee civil rights?
15. In what year was the Constitution written?
16. After the delegates to the Constitutional Convention agreed on the Constitution, what had to happen before it could take effect?
17. What issue was debated by the Federalists and anti-Federalists?
18. List two differences between the Articles of Confederation and the Constitution.
19. Why are amendments added to the Constitution?
20. Name three rights guaranteed by the Bill of Rights.

NOTES

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III.
THE NEW NATION

GEORGE WASHINGTON: THE FIRST PRESIDENT

The first President under the new Constitution was George Washington, often called the *Father of our Country*. Washington took the oath of office on April 30, 1789. This hero of the Revolutionary War was chosen unanimously by the **Electoral College**. The people admired the courage and leadership Washington provided in the Revolutionary War, and believed they could trust him as a politician. Washington believed it was important to unite the new nation, and to make sure the government functioned smoothly. He did not try to gain power for himself. Americans celebrate Washington's birthday with a national holiday (called Presidents' Day*), remembering how his great leadership helped establish the United States.

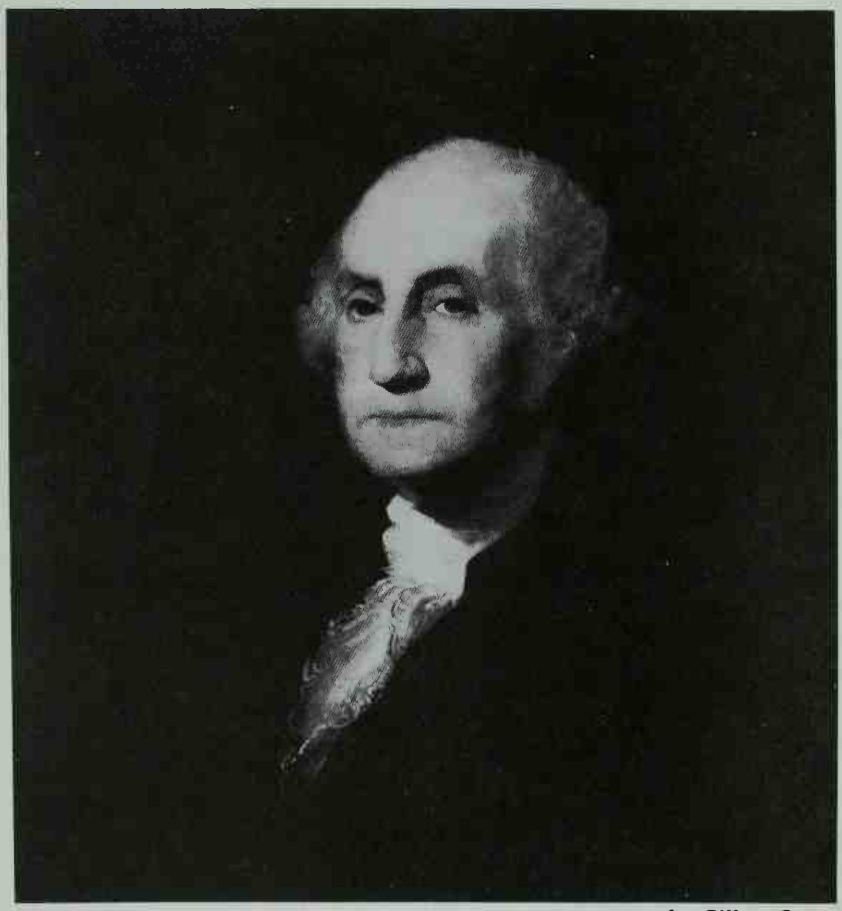
Setting Up the Government

The way Washington set up his government was very important. He established **precedents** that future Presidents followed. One precedent was the establishment of the **Cabinet**, a group of advisers for the President. The Cabinet had four men, each with a different responsibility:

Title	Person	Responsible for
• Secretary of State	Thomas Jefferson	Foreign Policy
• Secretary of the Treasury	Alexander Hamilton	Money Matters
• Secretary of War	Henry Knox	Army and Navy
• Attorney General	Edmund Randolph	Legal Matters

* President Lincoln's birthday also is celebrated on this day.

GEORGE WASHINGTON



by Gilbert Stuart

Architect of the Capitol

WHO HE WAS

- Virginia planter.
- Great leader who inspired confidence in men who fought with him or worked with him.
- Willing to dedicate himself to the cause of working for American independence.
- Reputation for honesty and strength of character.

WHAT HE DID

- Fought courageously in French and Indian War.
- Delegate to First Continental Congress.
- Selected by Continental Congress to lead Continental Army during Revolutionary War.
- As leader of Constitutional Convention, helped calm heated tempers and encouraged compromise.
- Signer of the Constitution.
- Unanimously elected first President of the United States.

Today's Cabinet has more members and additional functions. (See the U.S. Government Structure book, chapter II, for the listing of these areas.)

A second important precedent was that Washington followed the loose interpretation of the Constitution, as seen in some of the **controversial** actions taken during Washington's term. An important problem of the new government was organizing its finances. Alexander Hamilton had a plan that would:

- establish the credit of the U.S. at home and in other countries;
- encourage manufacturing; and,
- provide a stable currency.

Washington and the Congress agreed with Hamilton that the federal government **assume** the debts from the Revolutionary War. They also started tariffs and taxes on imports and some agricultural products to raise funds and encourage manufacturing in the U.S. The most controversial issue was Hamilton's special project, the National Bank. The Constitution does *not* say that the federal government has the power to set up a National Bank, but Hamilton believed it was necessary to **stabilize** the national currency and to provide loans for manufacturing and other businesses. The anti-Federalists were very angry. They saw this National Bank as exactly what they had feared from a strong federal government. They felt it could control the money supply, destroy state banks and claim all **surplus** government funds.

Hamilton's policies in general benefited the new nation. When the government assumed the Revolutionary War debts, confidence was restored in the economy. People began to invest and buy goods again. Hamilton also believed that a national debt was a "national blessing" because it meant the government owed money to many people. These people could be counted on to support the national government both out of principle and the desire to be repaid.

Some of the anti-Federalists' fears have come to pass, but these policies and institutions are now viewed as **indispensable** to the smooth working of the national economy, regulation of trade and collection of taxes.

BEGINNING OF POLITICAL PARTIES

The disagreement over these issues, especially financial matters, divided politicians into two groups or parties: **Federalists** and **Democratic-Republicans**. The two parties were different in important ways:

Description	Federalists	Democratic-Republicans
Type of people who belonged to the party	Wealthy: bankers, merchants, large landowners	Common people: farmers, city workers, small shopkeepers
Part of country where party was popular	North (New England, especially)	South and West
Type of government party favored	Feared too much democracy; strong federal or central government	Strongly believed in democracy; weak federal government, states' rights
How Constitution should be interpreted	Loose interpretation	Strict interpretation
Foreign Matters	Neutrality Favored England	Neutrality Favored France
Party Leaders	Alexander Hamilton John Adams	Thomas Jefferson James Madison

The Federalists and Democratic-Republicans formed the first political parties in the United States and the two-party system has provided the basis for the U.S. government. Two of today's parties have roots in these early parties. They are the Republicans (Federalists) and the Democrats (Democratic-Republicans). There are other political parties, also. Having more than one party keeps the political system open and balanced.

Conduct of foreign policy was not as controversial an issue as financial matters in some ways. Both the Federalists and the Democratic-Republicans agreed that the United States should remain **neutral**, as much as possible, in its relationships with other countries. In those times, the two oceans which separated the United States from Europe and Asia took weeks or months to cross. The Americans liked it that way because they could keep out of the struggles and fights of other countries and develop the American way of life without interference. Neutrality meant staying out of European politics, but it did not mean complete separation from Europe. The Americans still wanted very much to trade with Europe, which provided a large market for U.S. agricultural goods. The United States often has worked to uphold neutral trade rights, even in time of war, as part of the belief that neutrality is to be honored by all nations.

WASHINGTON RETIRES AFTER SECOND TERM

George Washington was a very popular President, respected even by his opponents. He was, by nature, a quiet man who did not like the political struggles that grew during his second term. He decided to retire in 1796 and set an important precedent for the two-term Presidency. It showed that the republic was more important than the men who made it. No person would keep all the power; the authority belonged to the institutions. Washington's **Farewell Address**, written before he retired, gave advice to the nation for the future. It had a great influence on the country's foreign policy. Washington emphasized that the U.S. should stay neutral in its political relationships with other countries. He said, "It is our true policy to steer clear of permanent alliances with any portion of the foreign world, so far, I mean, as we are now at liberty to do it." This policy of **isolation** would be followed by the U.S. for more than 100 years. The peaceful change in government which followed Washington's retirement was a good sign of

the commitment the people had for the government and making it work.

ELECTION OF 1796

Controversy and heated debate existed during the election in 1796. The Democratic-Republicans, with Thomas Jefferson as Presidential candidate, and the Federalists, with John Adams as Presidential candidate, spoke to each other only during debates. John Adams won by only three votes in the Electoral College. Thomas Jefferson, who had the second largest number of votes in the Electoral College, became Vice President.

ADAMS AS PRESIDENT

Adams had a difficult time in his Presidency. It would have been hard for anyone to follow the popular Washington, but it was especially hard for Adams. People saw him as experienced and principled, but also tactless and proud. In addition, Jefferson, his bitter political foe, was Vice President. Also, some members of Adams' own party were plotting against him.

The major issues of Adams' administration were carry-overs from Washington: Washington's **Proclamation of Neutrality** said the U.S. would stay out of European affairs as much as possible. Most Americans agreed, but usually favored the French or the British for trade relations. The British began to violate America's neutral status by seizing merchants' ships, both for the men and the goods. Many Americans believed, because of these violations, that the U.S. should side with France against England. Fortunately, a treaty was **negotiated** with the British instead of going to war.

This action upset the French and they began seizing American ships. Now the people who did not like France called for the U.S. to side with Britain. Adams knew that America was still too young and weak to go to war with anyone. At great risk to his popularity,

he negotiated with both the British and French to keep America out of the conflict. At the time, many felt Adams had deprived them of a chance to go to war with the French. Years later, Adams' ability to keep the peace is seen as the greatest accomplishment or achievement of his Presidency.

Immigration Acts

The first legislation to limit immigration in the United States came in Adams' administration. The **Naturalization Act of 1798** did not limit numbers or kinds of immigrants, but raised the number of years an immigrant must live in America (from 5 to 14) before being able to become a citizen. The **Alien Acts** gave the President the power to imprison immigrants whom he considered dangerous to the U.S. or to force them to leave the country. These measures were intended to keep poor or revolutionary immigrants from coming to the U.S. The laws were protested by Jefferson's Democratic-Republicans, many of whom were recent immigrants. The Alien Acts never were enforced strictly and were allowed to expire in 1800 when Jefferson was elected President. America reaffirmed its commitment to an open-door, free immigration policy.

REVIEW QUESTIONS

1. Who was the first President of the United States?
2. What did President Washington call his group of advisers?
3. Name two precedents established by the first President.
4. What were the early political parties called?
5. What approach did the U.S. take in foreign policy as a new nation?

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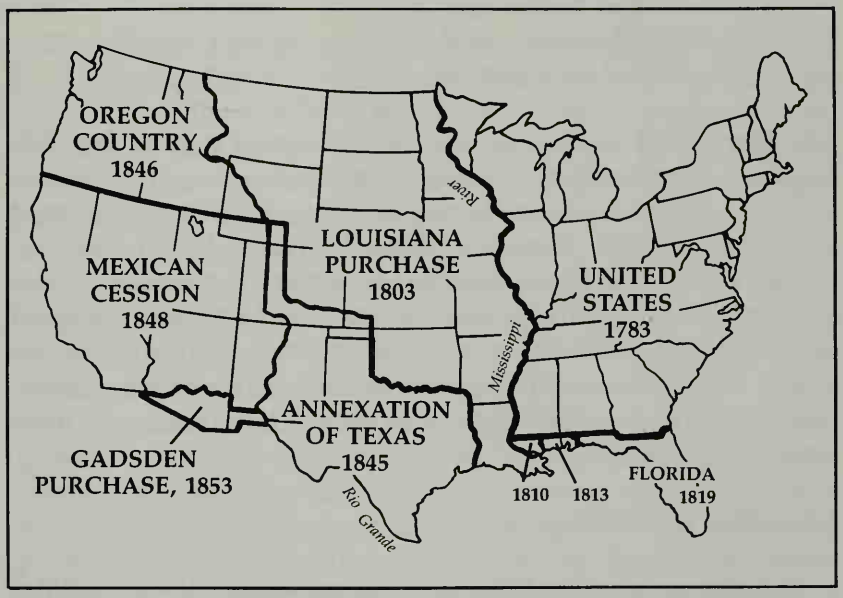
IV.
THE NATION GROWS

The early 1800's found the U.S. vibrant, alive and finally secure in its government. The adventurous spirit of many Americans led to a natural desire to expand into the rest of the North American continent.



Territory Additions During 19th Century

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ADDITION OF TERRITORIES

Northwest Territory

The Northwest Territory, acquired at the end of the Revolutionary War, was being settled quickly according to the plans set by the **Northwest Ordinance**. An earlier law had provided for a means of dividing and selling the land in the area. The land was divided into 6-mile-square townships. Each township was further divided into 36 sections. One section in each township was set aside to provide money for public schools, while the rest could be sold to settlers. The Northwest Ordinance provided a plan for settlement. The ordinance:

- established a structure for the government;
- provided a procedure for becoming a state;
- encouraged public schools;
- prohibited slavery; and,
- guaranteed civil liberties.

The Northwest Ordinance was so successful that as the U.S. acquired more territories, similar procedures were followed.

Ohio was the first part of the Northwest Territory admitted as a state, in 1803. Vermont (1791), Kentucky (1792) and Tennessee (1796) had been admitted as states previously. People were rushing into these "wilderness" areas in search of good farmland and a chance to succeed on their own. Illinois, Indiana, Michigan, and Wisconsin became states at later dates. (See the map showing the territories acquired during the 19th century on page 57.)

Louisiana Purchase

The area around the Mississippi River, especially around the port of New Orleans, became more and more important. Farmers in the southern states wanted to be able to transport their produce on the river rather than on land, but the Spanish holders of the area would not allow that. As a result of a European war, France suddenly had control of the area in 1802. President

Jefferson decided to open **negotiations** with Napoleon, the French leader, to buy the city of New Orleans. His ministers were told they could offer $10 million for New Orleans and as much land as possible to the east. To Jefferson's great surprise, Napoleon decided to sell the whole Louisiana region for only $15 million. The boundaries extended U.S. territory to the west (to Santa Fe, New Mexico and Pike's Peak, in Colorado) and to the north (to approximately the current northern border of the U.S.). The size of the U.S. doubled overnight, and the territory added was full of rich farmland. The Louisiana Purchase set the **precedent** for buying more territory to add to the United States, which has increased the country to its present size. The purchase also removed the French government from the North American continent.

FRANCE AND BRITAIN AT WAR

The wars in Europe which had encouraged Napoleon to sell the Louisiana Territory were good for the United States in some ways. The United States maintained its **neutral** status and benefited from free trade. As the most important neutral shipping country, the owners of trading ships and American businessmen could make large profits by trading necessary supplies to everyone in Europe. However, France and Britain set up **blockades** which also affected the U.S.

Britain issued an order that all foreign ships first must stop at British ports before continuing to other European ports. The Americans often tried to get around these blockades. When they succeeded, the profits were high. When they did not, the British would take the ships away. That made the Americans angry, but they accepted this risk of trading with countries at war. What the Americans could not accept was the British **impressing** or enlisting American sailors by force. The British boarded American ships and claimed that some of the men on board were deserters from the British navy. To be fair to the British, some probably were and the British had the right to try to get them back. But as the British needed more and more men to fight the war, they became less concerned with finding British deserters than with finding experienced sailors, no mat-

ter who they were. To prevent war, Jefferson **prohibited** American exports to other countries. He hoped the countries would need U.S. goods and would change their policies.

WAR OF 1812

Cutting off trade with Europe delayed the coming conflict until 1812. By this time the U.S. had a different President, James Madison, and a different Congress. Madison tried to keep peace but the Congress wanted to go to war against Britain and Spain.

Continued problems with trade, evidence that Britain was supporting some Indian attacks on Americans in the West, and the desire to add Canada and Florida to the growing United States helped Madison decide to declare war against Britain in June 1812.

The Americans did not do as well fighting the war as they had hoped. They tried to invade and conquer Canada but could not. However, they were able to fight off the British and regain control of the Great Lakes.

The Star-Spangled Banner

The British sent some men up the Chesapeake Bay to Washington, D.C., the capital. The **militia** there was quickly overrun, and the British set fire to many of the public buildings, including the Capitol and the White House. From there the British continued to the city of Baltimore, where they were finally driven back. While watching this battle, **Francis Scott Key** wrote **The Star-Spangled Banner**, which quickly became popular and is now the national anthem of the U.S. The first verse is:

> Oh, say, can you see, by the dawn's early light,
> What so proudly we hailed at the twilight's last gleaming;
> Whose broad stripes and bright stars, through the perilous fight
> O'er the ramparts we watched, were so gallantly streaming;
> And the rocket's red glare, the bombs bursting in air,
> Gave proof through the night that our flag was still there.
> Oh, say, does the star-spangled banner yet wave
> O'er the land of the free and the home of the brave?

Treaty of Ghent, 1814

The **Treaty of Ghent**, ending the War of 1812, restored the pre-war situation. Pre-war boundaries returned, and the conflicts which had led to the war were not resolved. Most of the issues, such as British violation of free trade principles, were no longer important since Europe was no longer at war.

RESULTS OF THE WAR OF 1812

The main result of the war was the feeling of **nationalism** and pride in the United States. Americans felt that they belonged to one nation. They gave loyalty to the country or nation, rather than to a state or part of the country.

Other results of the war and the feeling of nationalism were:

- foreign policy of **isolation**;
- desire to settle the West;
- increase in industry and manufacturing; and,
- end of Federalist party.

A STRONG GOVERNMENT

The increased nationalism encouraged the Congress and citizens alike to think about the good of the country rather than their personal or state interests. The Congress chartered a second National Bank and passed the **Protective Tariff of 1816**. The **tariff** was designed to protect the *infant industries* that had begun to grow before and during the War of 1812. It was an important departure from the traditional U.S. policy of free trade. The development of industry behind the protective tariff was seen as crucial to the growth of the nation. The Congress also approved making changes in the country's transportation system. States began building and completing construction projects such as New York's Erie Canal.

FLORIDA PURCHASE

Part of the reason the U.S. had fought the War of 1812 was a desire to acquire Florida from Spain. Though the Spanish

kept Florida, the U.S. still wanted it. One reason was that Florida was used as a hide-out for pirates, smugglers, runaway slaves, and hostile Seminole Indians. The Indians would raid southern U.S. settlements and then retreat into Florida where U.S. lawmen could not chase them. In 1818, Andrew Jackson led a U.S. military force into Florida, crushing the Seminoles and capturing two Spanish forts. The Spanish realized they had lost part of Florida and could easily lose the rest. They decided to sell instead. John Quincy Adams, Secretary of State and son of the second President, John Adams, negotiated the **Onís Treaty**. The U.S. paid Spain $5 million for Florida (1819). The border between Mexico and the United States became the 42nd parallel, far to the north of where it is now but a good bargain at that time.

MONROE DOCTRINE

Domestic issues were not the only ones in Monroe's Presidency. The European powers were getting restless again, and looked as though they might be trying to assert their influence in the newly independent Latin American countries. The U.S. wanted to support these newly independent countries, remembering its own struggle for independence. It also wanted to keep the ports open for free trade. The **Holy Alliance** in Europe (Austria, Prussia, France, Russia) was rumored to be thinking of reconquering the Latin American countries. The U.S. wanted to insure this would not happen. Russia also wanted to expand into North America through what is today the state of Alaska. President Monroe decided to tell the European nations in the **Monroe Doctrine** that such expansive behavior would not be acceptable.

Basic Ideas

The Monroe Doctrine, 1823, essentially told the European nations that the Western Hemisphere was closed to further colonization. The U.S. would not interfere with the existing colonies or with the internal affairs of the European nations.

In return, Monroe said that attempts by European nations to interfere in the Western Hemisphere would be considered "dangerous to our peace and safety." That meant the U.S. would consider European action in the Western Hemisphere to be a military threat and act accordingly. The Monroe Doctrine was a milestone in American history, showing the growing importance of the U.S. in world affairs and continued American nationalism. Since the U.S. was not strong enough to defeat most of the European nations, it was fortunate that the Monroe Doctrine was not challenged for many years.

RISE OF SECTIONALISM

In the 1820's, Americans began to give their loyalty to their state or region of the country. This was a change from nationalism to **sectionalism**. The country was separated into three main areas:

- **Northeast**
  Industrial; bankers and industrialists
- **South**
  Agricultural; plantation owners
- **West**
  Agricultural; independent farmers.

These three sections of the country felt differently about many issues, such as protective tariffs , the National Bank, land policy, and expansion of slavery. These differences eventually led to the Civil War and the survival of nationalism.

MANIFEST DESTINY

By the 1840's, Americans believed that the U.S. should expand to the Pacific Ocean. They believed it was their destiny or fate. The annexation or addition of Texas, California, New Mexico, and Oregon completed the expansion to the Pacific Ocean.

Annexation of Texas

Part of the U.S. agreement to buy Florida from Spain had been U.S. recognition of Spain's rights in Texas. Almost immediately, however, the Mexicans revolted and won their independence from Spain, resulting in Texas being under Mexican, not Spanish, rule. The Mexicans were eager to settle Texas and invited Americans as settlers. The first group, led by Stephen Austin, was granted a huge tract of land to settle, with the understanding that they would become Mexican. The Texans had other ideas, and minor disagreements became serious. The Mexican government tried to stop further immigration into Texas, free the slaves of the Texans, and deprive the settlers of local self-government.

The Texans rebelled and declared their independence from Mexico in 1836. The brutal defeat at the Alamo by General Santa Anna angered the Texans. The battlecry "Remember the Alamo!" inspired Sam Houston, Texan Commander in Chief, and his army to a final victory over Santa Anna. The treaty signed to end the war recognized the southern Texas border as

Texas Revolution, Battle at the Alamo *Library of Congress*

the Rio Grande River. The Lone Star Republic then elected its military leader, Sam Houston, as President and promptly turned to the U.S. to ask to be annexed, or become part of the United States.

Annexing Texas, though agreed upon by everyone in principle, proved difficult. The South was in favor of annexation because it would expand southern territory and it could be another slave state. This would lead to increased political power. Those were the reasons northerners opposed annexation, however. The issue was delayed in Congress until the Texans began to contact France and England, asking for help in maintaining their republic. Congress did not want French or English influence so close to the U.S. President James K. Polk, who campaigned on annexing Texas, helped pass a **joint resolution** in Congress to annex Texas (1845).

War with Mexico, 1846-1848

The problems with Mexico did not end with the annexation of Texas. That annexation greatly angered the Mexicans, who had originally threatened war if Texas were annexed. In addition, there was a dispute over the boundary. Some began to talk of a military solution. It is unlikely that America would have gone to war over Texas only. But President Polk was looking toward California and New Mexico, which also were owned by Mexico. The U.S. had tried to buy California, but the Mexicans had refused to listen to the offer. Relations between the two countries became very strained at this point, and war was **inevitable**. An incident near the disputed border in Texas was enough to start the war (1846).

The Americans living in California established the California Bear Flag Republic after a minor struggle. General Zachary Taylor defeated the Mexicans, and General Winfield Scott helped push all the way to Mexico City by September 1847. The goal was simply to add territory to the U.S., not to defeat the Mexicans. Polk, therefore, sent a diplomat along with the army, so negotiations could take place at any time.

Treaty of Guadalupe-Hidalgo, 1848

The policy proved wise, and the Treaty of Guadalupe-Hidalgo ended the war very favorably for the U.S. Mexico ceded the disputed area of Texas and all the territory from the border of the Louisiana Purchase to the Pacific Ocean, which included California and the province of New Mexico. This is called the **Mexican Cession**. The U.S. agreed to pay $15 million for the territory.

Oregon Country

During the war another territorial dispute had been settled. The northwestern part of the country, called the **Oregon Country**, had been claimed by both the U.S. and Great Britain for many years. During that time both countries had settled in the area. In 1844, Polk had campaigned for the Presidency with the slogan "All of Oregon or none." (He and his supporters wanted to have the entire territory.) In 1846, however, Great Britain offered to divide the territory approximately in half. The northern half would belong to Great Britain and the southern half to the U.S. Polk agreed to the offer which extended the U.S.-Canadian border, as it is today, in a straight line to the Pacific Ocean.

Gadsden Purchase

Only one more small piece of territory was to be added in 1853 to complete the continental United States. The **Gadsden Purchase**, adding a small piece of territory to southern California, was bought for $10 million to provide a convenient railroad route into California.

Alaska

Secretary of State William Seward, in 1867, offered to buy Alaska from Russia for $7.2 million. Alaska, now the largest state, is north of Canada. In 1867, only a few Native American groups lived in Alaska: Eskimos, Indians, and Aleuts. People

believed that Seward had made a big mistake—paying a lot of money for empty land. They called it *Seward's Folly* or *Seward's Icebox*. That belief changed when gold was discovered in Alaska in 1896 and people rushed into the area. Now Alaska provides many important natural resources. It became a state in 1959.

Spanish-American War, 1898

Spain had only two colonies left in its empire by 1898: Cuba and Puerto Rico. Both were trying to gain independence. Many Americans believed in their cause. An unexplained explosion on a U.S. battleship near Cuba made Americans even more angry at Spain than they already were. Congress declared war in April 1898. By December 1898, the United States had won easily and a peace treaty was signed. As a result, Cuba obtained its independence and the United States received Puerto Rico, Guam (still U.S. territories) and the Philippines (now an independent country). Since then, the U.S. has received other territories and trusts, mostly islands in the Caribbean, such as the U.S. Virgin Islands, and in the Pacific.

Hawaii

The settlers of Hawaii revolted against their queen in 1893. The new government asked to be annexed by the United States. Hawaii joined the U.S. in 1898 and became a territory in 1900. Hawaii, a group of islands in the Pacific, became the 50th state in 1959.

By the late 1800's, vast amounts of territory were open for settlement by Americans. Land was inexpensive, and the belief was strong that the destiny of America was to grow rich and prosper by populating the vast fertile lands. This belief in Manifest Destiny had inspired American politicians and pioneers to acquire the land. Now it would inspire them to settle it and extend the American way of life.

REVIEW QUESTIONS

1. Name two of the territories acquired by the U.S. between 1800 and 1900.
2. What benefits did the Louisiana Purchase bring to Americans?
3. Name one reason the U.S. decided to go to war with Britain in the War of 1812.
4. Who was the author of The Star-Spangled Banner?
5. Recite the first two lines of the first verse of The Star-Spangled Banner.
6. Name one result of the War of 1812.
7. What was the name of the belief that Americans should expand across the continent?
8. Name one problem associated with the annexation of Texas.

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V.
THE CIVIL WAR

CAUSES OF THE CIVIL WAR

The Civil War period was one of the saddest in American history. The country was divided in half, with the South and the North at war with each other. Members of the same family often fought on different sides, struggling to uphold values and beliefs they held dearly. Never, before or since, has the United States been in such great danger of being destroyed. Unfortunately, the issues which separated the North and South had to be resolved by a war which almost destroyed the country.

Several issues brought about the Civil War. These were:

- economic differences, which led to **sectional rivalry** on slavery and the protective tariff;
- different beliefs about the type of union of the country;
- election of Abraham Lincoln as President;
- struggle over control of the central government; and,
- way of living.

The most emotional issue was slavery. The slavery issue involved individual freedom and democratic beliefs. The southern states believed slavery was important to their economy. A **minority** of northerners believed that slavery should be **abolished** because it was immoral. Disputes between northern and southern states grew more heated as new states applied to join the Union. The North wanted new states to be free—without slavery. The South wanted new states to be slave—to have slavery. The politicians tried to work out the differences with several **compromises.**

Missouri Compromise, 1820

The first, in 1820, was called the **Missouri Compromise.** The issue arose when Missouri applied for statehood. The House of Representatives voted to gradually end slavery as new states were added to the Union. This was not acceptable to the South. The South was losing power in the House of Representatives because the North had a larger population, and therefore, more members in the House than the South had. The admission of Missouri as a free state would upset the balance of 11 free and 11 slave states. The South then would have a minority in the Senate as well as in the House, and was afraid it would lose all political power.

The compromise admitted Missouri as a slave state, and admitted Maine as a free state. This kept the balance between slave and free states. It also established a boundary at the 36° 30′ parallel. Area to the north of this boundary could only become free states, and area to the south could be admitted as slave states. Neither side was completely pleased, but the compromise worked for 30 years.

Compromise of 1850

The next major struggle came when California applied for statehood as a free state in 1850. At that time, there were 15 slave states and 15 free states. The problem was that the South was running out of territory from which to create possible new slave states. This compromise was even more difficult than the previous one because the South feared that it was in danger of becoming a permanent minority, which was probably true. Politicians still believed that the Union was more important than their individual interests, and a compromise was therefore possible. California was admitted as a free state, and the rest of the area of the Mexican Cession would be free or slave states according to the decision of the people who lived in the area. This was known as **popular sovereignty**. The compromise also abolished the slave trade, but not slavery, in the District of Columbia. A strict **Fugitive Slave Law** was adopted, making it

easier to recapture runaway slaves than it had been. Also, suspects were not given the right to **testify** or have a **jury** when they were **tried** as runaway slaves. The admission of California as a free state without any balancing slave state led to the permanent majority of free states in the Senate.

The next few years were not free from struggle. Many northerners refused to help enforce the Fugitive Slave Law, which angered many southerners. The **abolitionists**—people who worked to end slavery—grew in number. Harriet Beecher Stowe's famous novel, *Uncle Tom's Cabin*, written in 1852, helped convince many northerners that slavery was wrong. It showed the terrible suffering of slaves. Other abolitionists devoted themselves to convincing people that slavery was immoral and should be ended. William Lloyd Garrison published a newspaper called *The Liberator* which publicized the anti-slavery cause. Frederick Douglass, a former slave, formed an abolitionist society and gave speeches all over the country. He was trying to make the evils of slavery stand out in people's minds so they would protest slavery openly.

Kansas-Nebraska Act, 1854

Probably the worst conflict arose directly out of the Compromise of 1850. Popular sovereignty had been introduced to help keep the balance between free and slave states. In 1854, the **Kansas-Nebraska Act** introduced popular sovereignty into those two territories. The problem was that both were north of the boundary established in the Missouri Compromise between the free North and slave South. Slave owners and abolitionists rushed to settle and control these states. However, they did not stop with settling the territories. Each side attempted to frighten the others away. Violent acts occurred on both sides, and the territory was given the nickname *bleeding Kansas*. The most famous incident was **John Brown's Raid**. Abolitionist John Brown led a group of his followers on a surprise attack of five pro-slavery men in Kansas. The pro-slavery men were brutally murdered. This action demonstrated how far apart the North and South had grown.

Beginning of the Republican Party

The Kansas-Nebraska Act also led to the formation of the Republican Party, encompassing all groups who opposed slavery. They did not want slavery to be in any new territories. The party quickly grew in the North as the North and South split further apart. The Republican Party was the strongest party in the House of Representatives only two years after it was founded in 1854.

Dred Scott Case

The **Dred Scott** decision in the Supreme Court added to the problems. Dred Scott was a slave who had been living with his master for five years in free territory. He then was brought back to a slave state and sued for his freedom. The Supreme Court ruled against him. The Court said that a slave was private property, could not be a citizen and could not bring suit in a court. The southern slave states were pleased by the decision. The northern states were upset because it seemed to allow the extension of slavery into all territories. The Republicans denied that the decision was **legally binding**. It was clear that another compromise was not possible.

Economic Differences

Slavery may have been the most emotional issue to split the North and South, but it was only one of several very serious conflicts. Another major issue was the economic difference between the North and South. The South's economy was agricultural—it was based on producing cotton which required a large number of workers. Slaves provided free labor. The North's economy was based on industry. The North also had a larger population than the South and control of the House of Representatives. The North and South disagreed on the protective tariff which helped northern industry grow and develop but hurt the South. The South made its money by exporting agricultural products to Europe and the northern U.S. They

had to pay tariffs to buy goods from Europe or buy the higher-priced U.S. product. The South felt they were paying for the development of northern industry.

As the North attempted to control western lands and hinder slavery, the South grew even more angry. They felt the North was trying to grow and keep the South from growing. The two types of economy did not work well together because what was good for one region harmed the other.

Type of Union

At a certain point, compromise was no longer possible between the North and South. Northerners and southerners viewed the Union in different ways. Northerners viewed the Union as the creation of the people. They believed that it could not be divided. States had to obey federal laws and could not **secede** from (leave or withdraw from) the Union. The southern states viewed the Union as an agreement between the states. If a state did not agree with a federal law, it had the right not to obey the law or to secede from the Union. The North had more political power than the South. It could pass laws that southern states might not like. But if the southern states could not change the laws, they would ignore them or leave the Union. The northern states did not agree with this action.

Election of 1860

Another major problem for the South was the election of Abraham Lincoln as President. Lincoln was a member of the Republican Party and opposed to the expansion of slavery. In order to save the Union, he did not try to abolish slavery. The southerners may have believed that Lincoln would not free the slaves immediately, but they also knew that above all else he was a northerner. All their fears of loss of economic and political independence seemed to be coming true.

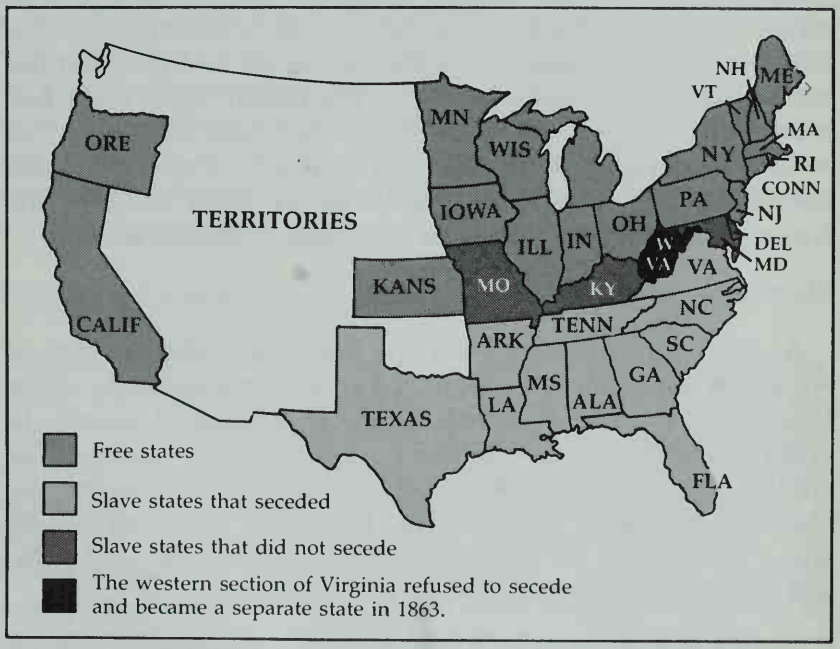
Southern States Begin to Secede from the Union

South Carolina seceded from the Union only four days after Lincoln's election. Six states soon followed: Florida, Georgia,

Alabama, Louisiana, Mississippi, and Texas. These states formed the **Confederate States of America**, with Jefferson Davis as President. Lincoln did not take any action. He said that secession was illegal and would not work. He refused to begin war with the newly formed Confederate government. But, he promised to defend all **federal** property. The first shots of the war were fired by the South Carolinians when Lincoln tried to send supplies into Fort Sumter. The United States was divided and at war.

FIGHTING THE WAR

Both sides had important advantages. The southern states were all located in one geographic area. More importantly, it was mostly a defensive war for the South; they were fighting



Free Slave and Border States in the Civil War Period

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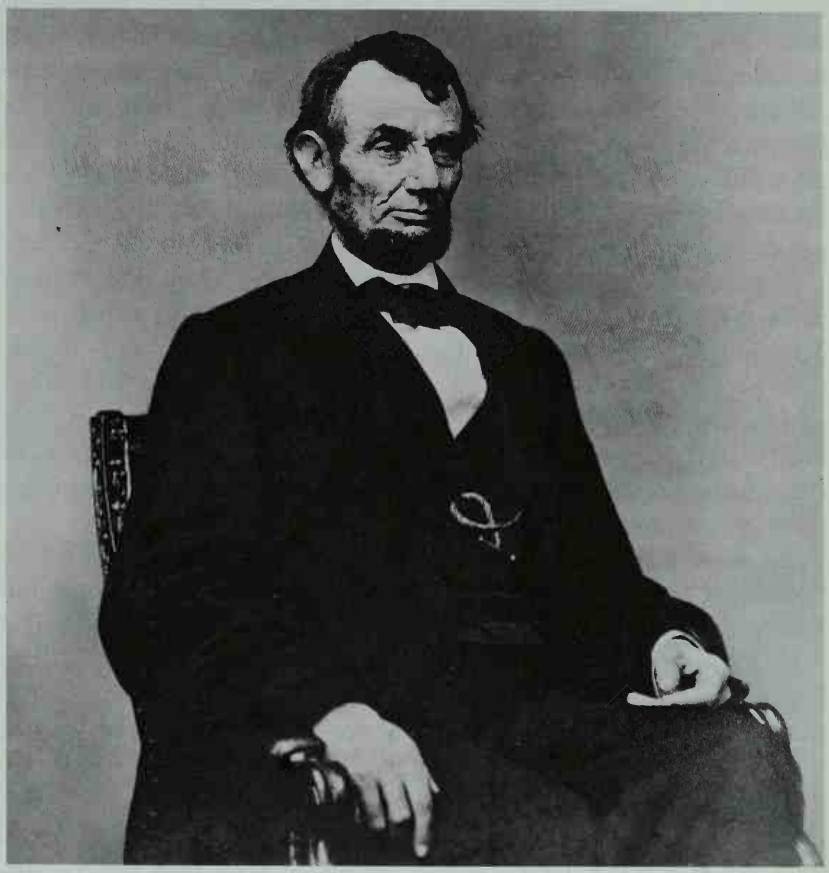
on their own land. Also, they did not have long supply or communication lines. Some of the military leaders in the South were outstanding. Robert E. Lee and Thomas J. (Stonewall) Jackson are still admired today for the talent they showed as military leaders. Southerners believed in their superiority in fighting the war because they were more familiar with the outdoor life of riding and hunting than northern factory workers or shopkeepers. Finally, the South believed that they would get help from Great Britain and France.

Northern advantages were equally strong. They had control of two-thirds of the states and had a population more than double the South. Most of the U.S. manufacturing was in the North. The North would be able to build weapons and other needed items while the South would have to import them. The North had almost all the railway lines, and controlled most of the country's financial resources. They also had control of the navy and **merchant marine**.

Because both sides had so many strengths, it looked as though it would be difficult for either side to win. The Civil War quickly became a bloody, bitter and long struggle. The war divided the nation, but it also divided families. Often brothers, or even father and son, fought on different sides. No matter who eventually won, the wounds would take a long time to heal.

The military struggle was a **stalemate** in the east from the beginning of the war in 1861 until 1863. The northern army was not ready for any major battles, but they had much confidence in their superiority in numbers and weapons. The first battle, at Bull Run, was treated almost as though it were a sporting event. People from nearby Washington, D.C., brought picnic lunches to the area and sat down to watch what they thought would be an easy and final northern victory. Instead they saw the **Union's Army of the Potomac** defeated by the **Confederate's Army of Northern Virginia**. The South became overconfident, and the North began to prepare for a long and difficult war.

ABRAHAM LINCOLN



Library of Congress

WHO HE WAS

- Born in a log cabin to poor parents in Kentucky.
- Educated himself by reading whenever he could; trained himself to be a lawyer.
- Had a reputation for honesty; given nickname *Honest Abe.*
- Led U.S. in Civil War by trying to be a strong but fair leader.
- Believed maintaining the Union was the most important goal.

WHAT HE DID

- First elected to Congress, from Illinois, for 1847-49.
- Lost Senate race in 1858, but won national recognition during a series of public debates on the slavery issue.
- Nominated by Republican Party to run for President in 1860.
- Served as President during Civil War.
  - — Opposed slavery but would have kept it to save Union.
  - — Did what was necessary to win Civil War, though often criticized for his actions.
- Issued **Emancipation Proclamation**, freeing many slaves.
- Had liberal plan for bringing South back into Union at end of war.
- Could not institute plan because he was **assassinated**.

For the next year and a half the Union and Confederate Armies met several times. The Confederates won several battles in the East, but not decisively enough to be able to discourage the northern **Yankees**. The main reason for the southern success was certainly their fine generals, Robert E. Lee and Stonewall Jackson. Both were brilliant. The northern generals were competent but they were not as inspired as the southern leaders. The **turning point** came when General Lee led an invasion of Maryland. He hoped the people of Maryland would rise up and join the Confederate Army. Instead the battle at **Antietam** was one of the bloodiest of the war, and the Confederate Army was turned back. It was not a total victory, but enough to show that the Union Army could win.

In the West the North was victorious almost from the beginning. Under General Ulysses S. Grant, the Union Army triumphed by capturing Fort Henry and Fort Donelson in Tennessee in 1862. It was in this battle that Grant announced his terms as **unconditional and immediate surrender**. Those terms proved to be the only way to end the Civil War. Grant continued his victories in the west, winning at Shiloh in southern Tennessee in 1862, at Vicksburg on the Mississippi River in 1863 and Lookout Mountain, Tennessee, in late 1863. With Tennessee firmly in Union hands, the way was clear for General William Tecumseh Sherman to invade the heart of the South. His invasion is famous for its brutality as he destroyed buildings, homes, farms, and railroads on his march down to Atlanta and Savannah in Georgia and up through South Carolina to North Carolina. When people criticized his methods, Sherman simply replied, "War . . . is all hell." Though questionable, his methods probably did help break the southern spirit and end the war.

Also at this time General Grant was put in charge in the East. In July 1863, at Gettysburg, the North had a decisive victory in the East. Gettysburg was a long, bloody battle lasting three days. Lincoln's speech, the **Gettysburg Address**, dedicating the cemetery on the battlefield, is remembered as one of the most eloquent on the subject of the Union.

Grant led the Union Army through many bloody and costly battles for the next year and a half. It was clear that Grant and

Lee were equally skilled generals. However, Grant had more men and better supplies than Lee. In the spring of 1865, Grant captured the Confederate capital at Richmond, Virginia, and pushed on to trap Lee at Appomattox Court House, Virginia. Grant allowed generous terms of surrender; and the Civil War was over. The United States was united again. As Grant said, "The rebels are our countrymen again."

EMANCIPATION PROCLAMATION

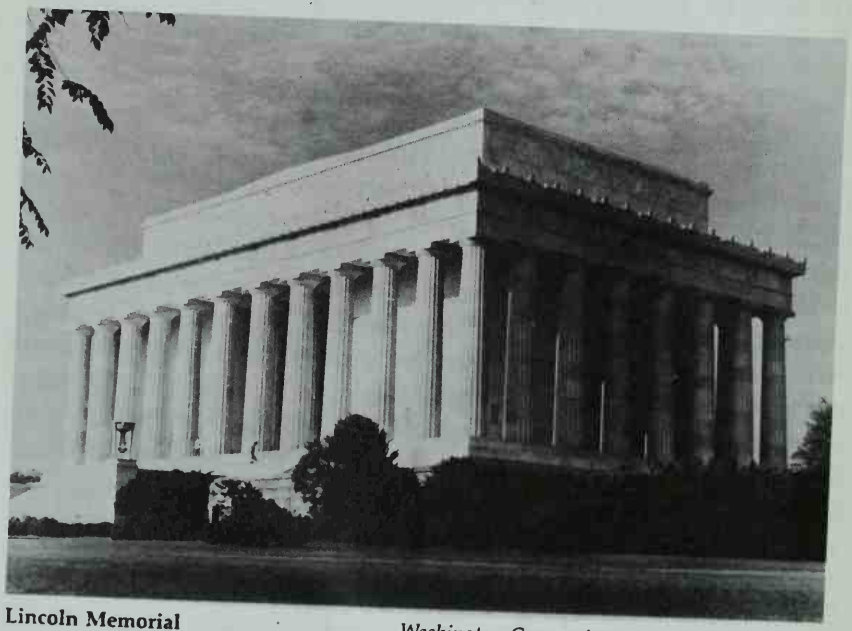
The war brought many changes, including the **Emancipation Proclamation**. Lincoln proclaimed in 1863 that all slaves still under Confederate control were free, though the U.S. had no legal means of enforcing this act in the Confederate states. Many slaves heard of the Proclamation and set themselves free as the Union Army approached. Lincoln also intended that the Proclamation should inspire the northerners to help in the moral cause, weaken the southern war effort and discourage foreign **intervention**. It was largely successful and provided the basis for freeing all the slaves at the end of the war.

LINCOLN AS PRESIDENT

Abraham Lincoln was one of America's greatest Presidents. He is remembered for his wise leadership during the Civil War. He personally was against slavery. As President, he thought that saving the Union was the most important issue. For that reason, many people were upset with him. Pro-slavery groups were upset because he said he thought slavery was wrong. Anti-slavery groups were angry because he was willing to continue to allow slavery to exist. During the Civil War, Lincoln freed the slaves to help save the Union. Some thought he extended the Presidential powers beyond what the Constitution allowed. He extended his powers in other ways during the war, such as by limiting freedom of the press. His actions usually are seen as having been necessary to fighting the war. Since Lincoln viewed them as temporary, the Constitution probably was not ever in great danger.

Throughout the war Lincoln inspired the troops and the people, especially with his speeches. Probably his most famous speech was the **Gettysburg Address** in 1863, when he urged the people to make sure that "government of the people, by the people, for the people, shall not perish from the earth." In 1858, before Lincoln was elected President, he gave his views on the Union in simple but eloquent language: "A house divided against itself cannot stand. I believe that this government cannot endure permanently half slave and half free." At the Lincoln Memorial in Washington, D.C., the words of **Lincoln's Second Inaugural Address**, given when he was re-elected to the Presidency at the end of the war, are read by many visitors. His dream of reuniting the nation is clear as he said, "With **malice** toward none; with charity for all; with firmness in the right, as God gives us to see the light, let us strive on to finish the work we are in; to bind up the nation's wounds."

Unfortunately, Lincoln did not live to help reunite the country. Only five days after the end of the war, Lincoln was assassinated by a **fanatic**—a pro-southern actor, John Wilkes Booth.



Lincoln Memorial *Washington Convention and Visitors Association*

Lincoln's death eventually was mourned by North and South alike. The people realized that only his kindness and sense of fairness might have been able to treat the South firmly but justly as it was brought back into the Union. Americans honor Lincoln every year on Presidents' Day, a national holiday.

RECONSTRUCTION, 1865-1877

Bringing the southern states back into the Union created many **controversies**. Lincoln had intended that Reconstruction be a means of reuniting the North and South, on the North's terms. Many of Lincoln's fellow Republicans, from a faction called **Radical Republicans**, wanted to punish the South harshly for all the suffering. Lincoln's Vice President, Andrew Johnson, was not able to control this group within the party when he became President. Johnson planned to allow the southern states to re-establish governments when 10 percent of the population had taken an oath of allegiance (promise of loyalty) to the United States. However, Congress did not allow this plan to go into effect. When newly elected Congressmen from the South tried to take their seats in Congress, the Radical Republicans refused to **recognize** them or the governments in their states. They rejected Johnson's lenient plan, and instead devised one which would require the southern states to ratify the 14th amendment and guarantee **suffrage** (the right to vote) to blacks as the conditions for readmittance to the Union. Only Tennessee complied. The other southern states were divided into five military districts, with a Union general leading each one and Union troops occupying them. Additionally, many whites who had fought for the Confederacy lost their right to vote. In the reconstructed South, the blacks had some political power.

Federal laws and Constitutional amendments were passed at this time to help the ex-slaves adjust to living in a free society. The 13th amendment abolished slavery. It was **ratified** eight months after the end of the war. The 14th amendment was passed in recognition of the fact that some whites would undoubtedly try to take advantage of the blacks. This amendment

made all blacks citizens and reduced the number of Representatives in Congress of any state which denied blacks the right to vote. Some feared this amendment was not strong enough. The 15th amendment was passed, which specifically gives blacks the right to vote. In addition to these Constitutional amendments, Congress set up the **Freedmen's Bureau** to provide help in obtaining food, housing and education for ex-slaves. At first effective in helping ex-slaves help themselves, the Freedmen's Bureau became a tool of the Republican Party and gradually faded away. The problems between the North and South continued to dominate politics for many years, though Reconstruction formally ended in 1877. Nationalism had triumphed over sectionalism. The United States was one nation again.

REVIEW QUESTIONS

1. Name two issues which helped to cause the Civil War.
2. Name one of the ways politicians used to try to avoid fighting the Civil War.
3. What did the abolitionists want to do?
4. What present-day political party began as a group of people opposed to slavery?
5. The election of which President resulted in the secession of southern states and the Civil War?
6. What were the Confederate States of America?
7. Name one southern advantage during the Civil War.
8. Name one northern advantage during the Civil War.
9. What was the Emancipation Proclamation?
10. Who was President of the United States during the Civil War?
11. What was the reuniting of the North and South after the Civil War called?
12. To guarantee the rights of what group of people were the 13th, 14th and 15th amendments originally written?

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VI.
From Agricultural to Industrial Society

SETTLING THE FRONTIER

For much of their history, Americans had viewed themselves as members of an agricultural society. The existence of the frontier helped maintain this belief even as America became **industrialized**. The frontier was the border of settled and unsettled land. It had few people, little development and many opportunities. Settling the frontier was popular because going west was an escape from the overcrowded cities or from factory jobs. It often was adventurous, as during the **Gold Rush** when gold was discovered in some western states. The West had an abundance of free or inexpensive fertile land that anyone could try to develop. The West also offered greater political and social democracy than other parts of the country. For example, western states were the first to grant women the right to vote, beginning with Wyoming in 1890. Survival was difficult and people had to work hard and help each other. But settling the frontier was important to Americans. Horace Greeley expressed the sentiment in his newspaper: "Go west, young man, and grow up with the country." Railroads made it easier for people to travel to the West, and for farmers to send back their products for sale in the East. Western cattle and corn brought money for the growing United States.

POPULIST MOVEMENT

The Civil War was a great time for western farmers. Their products were in demand, prices kept going up and the farmers made money. Soon after the Civil War, it became almost

impossible for the farmers to earn a living. Prices were decreasing at the same time that interest rates were increasing. This was especially difficult for farmers who often had to borrow money between harvests, but then had to sell their produce at low prices. The problem was made even worse by the expensive industrial goods, such as plows and harvesters, which the farmers needed, and the high prices charged by middlemen. The railroads and grain elevators usually were monopolies so could charge any price.

The farmers wanted to do something about the problem, so they formed their own political party, the **Populists**. The Populists' **platform** was a direct answer to the farmers' problems. They wanted free, unlimited **coinage** of silver. This would increase the money supply and make it less difficult to get loans. They wanted a **graduated income tax**. The taxes a person pays increase as his or her income increases. The Populists believed that the government should own the telephone, telegraph and railroad industries so that they could be operated fairly. They also wanted to have secret ballots in elections and direct election of Senators, as opposed to the election of Senators by the state legislatures. The Populists were trying to make the system more fair than they thought it was for the poor people—both farmers and industrial workers.

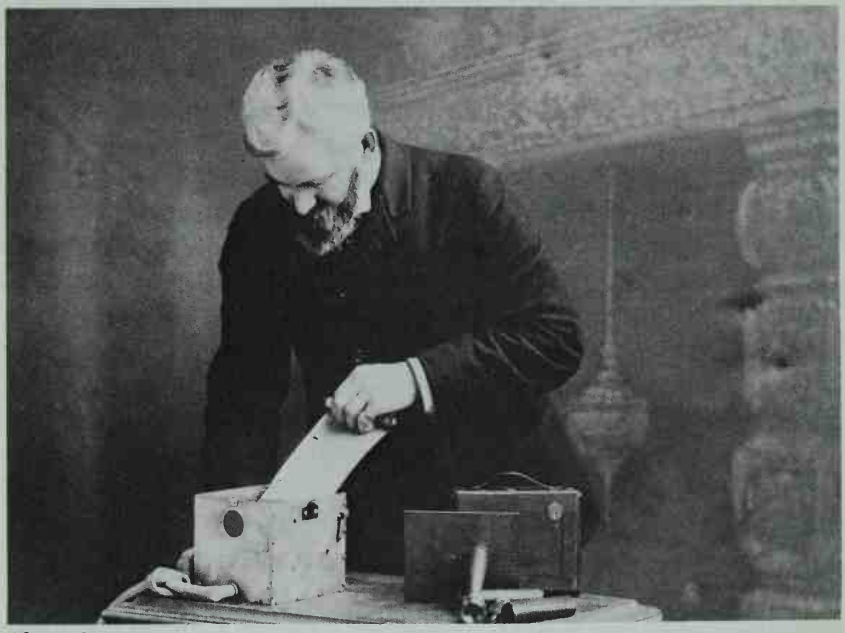
Frontier Life, ca. 1895 *National Archives*

At first, the Populist Party was successful. It elected members to several local offices, such as mayor and representative to the state legislature. The party worked with laborers' organizations to try to unite the poor classes. The country believed this type of party was needed to make people aware of the problems the poor were having. The Populists teamed up with the Democratic Party in 1896 to run William Jennings Bryan as their Presidential candidate. When he lost, the Populist Party lost most of its supporters. Though the Populists existed for only a short time, their impact was great. Many of the issues they supported were adopted, such as the income tax and direct election of Senators. More importantly, they made the major parties see that poor people had political power and the major parties needed to listen to them.

INDUSTRIALIZATION

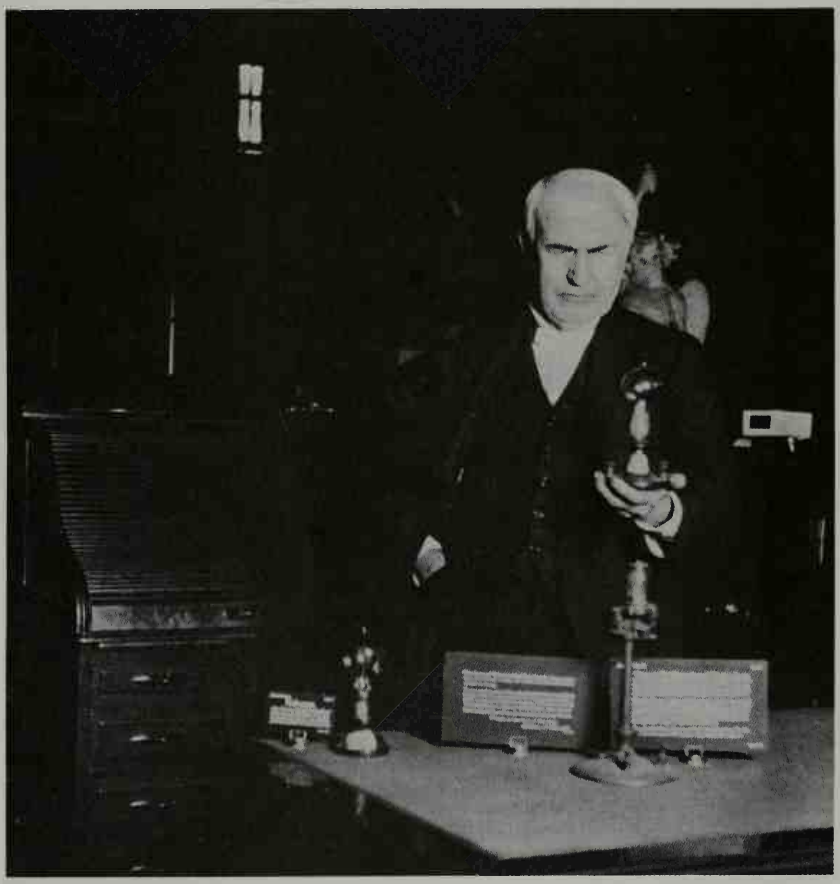
Much of America's strength stems from her **industrial capacity**. In the early years, most Americans were farmers, but many factors encouraged industrialization. America has many of the natural resources necessary for industrialization, such as coal and rivers to provide electrical power. The government also helped the growing industries, by erecting **tariff barriers** to keep out low-priced foreign goods. The growing population, from a high birth rate and much immigration, provided the needed labor force.

Many of the inventions of the Industrial Revolution were the work of Americans. Two men were crucial to the introduction of factories in America: Samuel Slater, an English immigrant, and Eli Whitney. Slater had worked in the textile mills in England and knew the workings of all the machinery. When he came to the U.S. in 1791, he reconstructed a textile factory—the first in America. Without Whitney's invention of the cotton gin this would have been worthless, however. The cotton gin separated the cotton fiber from the seeds about fifty times faster than could be done by hand. Mass production of cotton cloth was profitable, and industrialization began in the U.S. The importance of cotton cloth was increased with Elias Howe's invention of the sewing machine. Clothes also could be made in factories, at much less cost than by hand.



Alexander Graham Bell *Library of Congress*

George Washington Carver *Library of Congress*



Thomas A. Edison *Library of Congress*

Some of the other inventions by Americans included the telephone by Alexander Graham Bell, the typewriter by Christopher Sholes, and the phonograph and light bulb by Thomas A. Edison. One invention, though not a machine, contributed tremendously to the growth of factories. In the early 1900's, Henry Ford perfected the **assembly line** method of production. The product (in his case, the car) moves along a line of workers, each of whom perform the same action on it. The result was increased efficiency in mass production.

Agriculture was affected by industrialization, also. George Washington Carver used peanuts and soybeans to make products such as shampoo and paint.

The growth of cities in the U.S. also was important to industrialization. The increasing population meant that the market for manufactured products was growing. With the concentration of people in the cities, there were enough workers for the factories. Cities grew larger and drew factories to them. This provided jobs which helped the cities continue to grow. It was a continually changing relationship.

IMMIGRATION

Though the birth rate was high in the U.S., the demand for workers was even higher. Immigration therefore continued to be very important. Almost everyone living in the U.S. or their ancestors came from another country. Immigration was seen as a way of making the U.S. even greater than it was. The need for farmers to settle the western lands and workers to fill the factories meant that immigration was strongly encouraged. Americans were proud of their special American culture: a blend of all different cultures, yet distinctly American.

Government policy reflected openness to immigrants by not restricting immigration. Many immigrants became farmers, or worked in mines. After 1830, more and more immigrants worked in the factories. They helped the country grow rich and strong. From 1890 to 1910, the number of immigrants was very high. Almost 9 million people came to the U.S. in the first decade of the 20th century.

After World War I, some Americans began to be worried that the U.S. did not have enough room for such large numbers of immigrants. There was no more unsettled farmland, and the cities were becoming crowded. Also, Americans were worried because they believed that the recent immigrants were different from the ones in the past. Before 1890, most of the immigrants had come from northern and western Europe. Their cultures were similar to the American culture. After 1890 the immigrants came from southern and eastern Europe. Some people felt that they were different from the earlier immigrants in many ways. The fear of large numbers of immigrants with such different cultures led to restrictions on immigration.

Some immigration was already restricted. Most Chinese were not allowed to come to the U.S. because of the **Chinese Exclusion Act of 1882.** This lasted until World War II. Japan and the U.S. had made an agreement in 1907, called the **Gentlemen's Agreement**, that Japan would help the U.S. limit immigration. In 1917, Congress passed the first law to apply to all immigrants, called the **Literacy Test Act.** It limited immigration to people who could read, in English or other languages. In 1921 and 1924, acts were passed which limited immigration

Ellis Island, 1907 *Library of Congress*

to a certain number of people each year. The number was much lower than the nearly one million people a year who were coming in at that time. It also limited the number of people who could come from each European country to a percentage (two percent in 1924) of the people of that nationality living in the U.S. In 1952, the immigration law was updated. Called the **McCarran-Walter Act**, it changed little except to increase the **quota** slightly from 150,000 and to give quotas to Asian countries which had been excluded. People protested this act because of its prejudice against certain nationalities, which had lower quotas than others. The **Immigration Act of 1965** attempted to respond to that criticism by setting quotas only for areas of the world: 120,000 for the Western Hemisphere and 170,000 for countries outside the Western Hemisphere. Immigrants of any nationality were welcome to apply to come to the U.S. under the 1965 Act. Preferences would be given for persons who had families in the U.S., had job skills needed in the U.S., or were refugees from Communist rule or natural disaster.

Statue of Liberty *National Park Service*

Immigrants came from many countries for a variety of reasons. On the following chart, major groups of immigrants are shown by the time period, the area from which they came and the primary reason for coming to the U.S.

Time Period	Place of Origin	Reasons for Coming to U.S.
1780-1830	• Northwest Europeans, primarily English	• Adventure • Economic opportunity
1830-1890	• Northwest European, especially German and Irish	• Germans were fleeing political persecution • Irish were forced out by potato famine during 1840's
1890-1930	• Northwest and Southeast Europeans	• Southeast Europeans (Italians, Greeks, Hungarians, Poles, etc.) were fleeing poverty • Jews, especially in Poland and Russia, were escaping discrimination
1930-1950	• Northwest and Southeast Europeans • Increasing percentages from North and South American countries	• Europeans were fleeing persecution and the devastation of World War II • Canadians and Latin Americans came for economic opportunity
1950-1980's	• Asians and Latin Americans, comprising almost half of the immigrants by 1980	• Vietnamese, Laotians, Cubans and other groups were fleeing political persecution • From all countries, people in search of economic opportunity

Adapted from: Bouvier, Leon F. and Robert W. Gardner. *Immigration to the U.S.: The Unfinished Story*. **Population Bulletin**, Volume 41, No. 4, November 1986, Population Reference Bureau, Inc.

Contributions of Immigrants

Without immigrants, there would be no United States. Immigrants contributed the necessary population and labor to help the country grow. Many immigrants were the inventors and businessmen who led the economic development. Famous scientists such as Har Gobind Khorana, a geneticist from India, and Chien Shiung Wu, born in China, a member of the Manhattan Project team which developed the atomic bomb, were immigrants, also. Severo Ochoa, Nobel prizewinner in medicine, came from Spain. Thomas Edison, Samuel Slater and Alexander Graham Bell, inventors mentioned earlier, were all immigrants. Important businessmen, such as Andrew Carnegie, Eleuthere DuPont, John Bausch, and Henry Lomb, were immigrants. More recently, Gerald Tsai from China founded and is president of the Manhattan Fund while Roberto Goizueta from Cuba reached the highest positions at the Coca-Cola Company—president, chairman of the board and chief executive officer.

The cultural tradition in the U.S. also has been influenced strongly by immigrants. The different religious and language traditions—even the food and music in the U.S.—are the product of many different nationalities. Many of the cultural leaders have been immigrants. The architect who designed Washington, D.C., Pierre Charles L'Enfant, was from France. The first publisher of *Collier's* magazine, Peter Collier, came from Ireland. The famous symphony conductor Arturo Toscanini came from Italy, and well-known choreographer George Balanchine is from the Soviet Union. Authors Richard E. Kim and Haru Matsukata Reischauer are from Korea and Japan, respectively. George Santayana, philosopher and author, is from Spain. Immigrants have made contributions to the shaping of American society that were necessary for it to develop.

RISE OF LABOR UNIONS

The growth of industry may have made the U.S. a desirable place for immigrants, but it also created a class of workers dependent on wage labor. The workers did not own the factories

in which they worked nor did they sell what they produced. The owner of the factory invested money to buy the machinery and pay the workers. The product then was sold at the highest possible price. Unfortunately, many owners were more interested in making money than in their workers. The conditions in the factory often were unhealthy, unsafe, the wages low, and the hours long (usually 12 a day). The workers did not like these conditions. They found that by uniting as a group they could be more successful in achieving their goals than as individuals. If each worker in a factory tried to bargain with the owner, he or she would probably not do very well because the owner could replace the worker with another who was willing to work for any wage. However, if all the workers in a factory bargained together as a group, they would be difficult to replace and would have a good chance of success. These groups were called **labor unions**.

Knights of Labor

One of the first successful labor unions was the **Knights of Labor**, founded in 1869 by Uriah S. Stephens. It admitted all workers, skilled and unskilled. The main purpose of the union was to improve conditions for workers, especially to reduce the work day to eight hours and to **abolish** child labor. The Knights had some successes in the early 1880's, but by the late 1880's had failed. Their problems included unsuccessful strikes, the ease with which unskilled workers could be replaced by non-union workers, and the lack of common interests of the members.

American Federation of Labor (AFL)

The **American Federation of Labor** (AFL), founded by Samuel Gompers in 1881, tried to solve these problems. It tried to get better wages for its members and admitted only skilled workers. Since the skilled workers were more difficult to replace than unskilled workers, the AFL was more successful in getting what it asked than the Knights of Labor had been. It continued to grow strong.

Congress of Industrial Organizations (CIO)

As a way of involving the semi-skilled and unskilled workers in labor unions, the **Congress of Industrial Organizations** (CIO) was founded in 1938. Instead of organizing workers by skill, it organized them by industry. For example, all workers in the steel industry, no matter what they did, would belong to the same union. A strike shuts down the whole industry and the workers have a good chance for success.

AFL-CIO

The AFL and CIO merged in 1955. Labor unions were feared when they were first organized because they threatened the way society worked. Since then, unions have come to be recognized as important in achieving improved working conditions, increased wages and job security for workers. The unions have supported the **civil rights** movement. They are an important part of the political process. For some jobs, union membership is required.

THE PROGRESSIVE MOVEMENT

The Progressives wanted to improve society by expanding democracy and decreasing poverty. They wanted to protect farmers, small business owners and workers. Progressives also worked to provide increased opportunities for poor people. In addition to trying to improve labor laws, they also established **settlement houses** in the cities. The settlement houses responded to the needs in their communities, such as English language classes for immigrants, child care for working mothers, nutrition classes, or a safe place for children to play. The most famous settlement house was Jane Addams' **Hull House**; she is credited with the founding of the social work profession.

Some leaders of the Progressive Movement were elected to office and made reforms in the government. Four amendments to the Constitution came out of the Progressive Movement:

16th Amendment

Established **income tax**; ratified in 1913. Income tax is based on the amount of money a person earns. Income taxes provide most of the money the federal government needs to give services to the people living in the U.S.

17th Amendment

Provided direct election of U.S. Senators; ratified in 1913. Direct election gives voters a direct voice in the government.

18th Amendment

Prohibited **alcoholic beverages** in the country; ratified in 1919; repealed in 1933 by the 21st amendment. Alcoholic beverages could not be produced, sold, transported within, imported to, or exported from the U.S.

19th Amendment

Gave women the right to vote; ratified in 1920.

REVIEW QUESTIONS

1. Name one change the Populist Party wanted to make in the U.S. system of government.
2. Name one invention which helped bring about industrialization.
3. Describe briefly U.S. policy toward immigration before 1917.
4. Name a contribution of an immigrant to the U.S.
5. Name one reason labor unions arose in the U.S.
6. Name one amendment that came out of the Progressive movement.

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VII.
WORLD WAR I

CAUSES OF WORLD WAR I

Woodrow Wilson, a Progressive, was elected in 1912 by people who wanted social, political and economic **reforms**. In his first term as President, Wilson tried to make reforms, but he was hindered by the war which began in Europe in 1914. The man next in line to the throne in Austria-Hungary was shot while visiting a small country, Serbia (which no longer exists). Austria-Hungary, supported by its **ally**, Germany, declared war. Serbia had Russia as an ally. Russia was supported by France. When Austria declared war, both Russia and France began to prepare their armies to fight. Germany became worried and attacked France by going through **neutral** Belgium. World War I had begun.

U.S. REMAINS NEUTRAL, 1914-1917

In the beginning, the United States tried to remain neutral and to isolate itself from the war. Many Americans believed that European quarrels should stay in Europe. They believed that the war was the result of the kind of *entangling alliances* which the U.S. tried to avoid. Wilson issued a **proclamation of neutrality**, saying that the U.S. would not favor one side or the other. Most Americans, even while saying they did not want to get involved, sympathized with the **Allies** (Britain, France, Russia and Italy). Many people believed that the **Central Powers** (Germany and Austria-Hungary) had started the war and were too militaristic. The U.S. continued to trade with both sides. However, the Allied sympathies were shown in better trade agreements with the Allies than the Central Powers.

U.S. ENTERS WAR

By 1917, Americans were ready to fight with the Allies to defeat Germany. Germany had developed a new weapon, the submarine, and was using it to attack both warships and merchant ships. This *unrestricted warfare* by the Germans angered Americans. They thought it was too brutal and violated U.S. neutrality. Allied **propaganda** also was good at obtaining the sympathy of Americans. Many Americans were idealistic about what they could do if they won the war. They wanted to help fight this "war to end all wars." The war, as Woodrow Wilson said, should be fought because "the world must be made safe for democracy." The goals were moral, and even though Americans did not want to fight in a war, they were ready to, if good would come from it.

World War I was called the Great War while it was being fought. It was the first modern war to involve so many countries and so many men. World War I was also a **total war**, meaning that the whole country had to be prepared to fight it. This was less true in the U.S. than in Europe, since the actual fighting took place in Europe. The President's powers were temporarily expanded and thus strengthened. The economy was turned to producing as many items for war as possible, such as uniforms, guns, ammunition, and ships. People helped by giving up items they would normally have bought. Each week had its "meatless" and "wheatless" days. People were not supposed to eat these foods so they could be sent to where people were fighting. The government had to raise taxes to pay for the war, but people also helped voluntarily by buying savings bonds from the government. Many soldiers were needed to fight, so Congress passed the **Selective Service Acts** and began to **draft** young men. The whole country supported fighting the war.

When the U.S. entered, the war was not going well for the Allies. There was a **stalemate** on land, and German submarines were still sinking many ships. The development of new war machinery—such as the submarine, tanks and airplanes—made it difficult for nations to adjust their way of fighting to

World War I Poster *National Archives*

new conditions. For the European countries, it already had been a long bitter struggle. The Germans were winning on the oceans until Allied ships began traveling together in **convoys** to protect each other. The Allied powers suffered major defeats on the Eastern Front, in Russia, because of lack of preparation and because Russia removed its troops after the Russian Revolution. The Western Front, mostly in France, was locked in **trench warfare**, with both sides not able to move anywhere. The entry of the U.S. brought many fresh troops which helped the Allies greatly. General John J. Pershing led more than 2 million U.S. troops into battle in France, helping to win the Western Front. The U.S. Navy also provided needed ships to help the convoys, **blockade** German ports and destroy submarines. Germany **surrendered unconditionally** on November 11, 1918.

TREATY OF VERSAILLES, 1919

The war was over. Wilson had a plan for peace which was based upon **Fourteen Points**. In Versailles, France, Wilson and the leaders of three other Allied nations (Britain, France and Italy) tried to negotiate a peace treaty based on these ideals. The Fourteen Points were:

1. no secret treaties;
2. freedom of the seas;
3. freedom of international trade;
4. reduction of **armaments**;
5. settlement of all colonial claims fairly for everyone involved;

6-13. **self-determination**, or the right for the people of a country to decide for themselves what kind of government they want; and,

14. establishing the **League of Nations**.

League of Nations

The League of Nations was the most important point. All countries would join, and upon joining would agree to settle

disagreements through negotiations. There no longer would be reason for war. Unfortunately, the Senate, which must **ratify** all treaties, thought that the U.S. should not be greatly involved with the other countries of the world. The Senate wanted to go back to a neutral and isolated position. It did not ratify the Treaty of Versailles which would have required the U.S. to join the League of Nations. Though the League of Nations failed because few countries were committed to making it work, many of the ideals of the League of Nations helped determine the structure of the **United Nations**, which was established after World War II.

18th AND 19th AMENDMENTS

Two amendments to the Constitution were added immediately after World War I: the 18th and 19th.

Two groups had been trying to get the 18th amendment passed for a long time: the **Anti-Saloon League** and the **Women's Christian Temperance Union.** They had been able to get about half the states to ban alcohol. World War I helped the cause, too, because less alcohol was made in order to conserve grain. In general, however, the public did not like the 18th amendment (called Prohibition) and many simply ignored it by making and drinking their own alcohol. In 1933, the 21st amendment was ratified by special state conventions, returning the control of alcohol usage to the individual states.

Women had been very active in trying to get Prohibition passed and in the war effort, but still did not have the right to vote. Many women wondered why they were treated as second-class citizens when they were capable of taking an active role in society. Because they could not vote, women participated little in political affairs. They did not have equal opportunities in education, business or the professions. Even their property rights were limited. Many women wanted to change the situation. They thought that if they could vote, they could change those problems. The leading **suffragette** was Susan B. Anthony, though she died before women received the right to vote. Anthony and the other suffragettes lectured, organized and educated people about the vote for women and other social

reforms such as Prohibition. Some states, especially in the West, had already granted women the right to vote. Wyoming had been the first state, in 1869. By 1920, the 19th amendment was ratified, largely as a result of the efforts of the suffragettes and recognition of women's contributions during World War I. Since that time, women have made great progress. They now have equal educational opportunities and can enter any profession they choose.

Susan B. Anthony *Library of Congress*

INTERWAR PERIOD

The period between the end of World War I in 1918 and the beginning of World War II in 1939 is called the **Interwar Period**. In the U.S. it is also called the **Age of Normalcy**. Americans wanted to return to peaceful times and **isolationism**. This was part of the reason for the U.S. not joining the League of Nations. Isolationism also was partly responsible for the immigration restrictions which began in the 1920's. Another reason some people wanted restrictions on immigration was that the economy was beginning to suffer and there would be few jobs for the new immigrants.

During most of the Interwar Period, Americans enjoyed prosperity. It was the age of jazz clubs, movie houses, and daring new fashions for women. Many people believed they would grow wealthy and have much leisure time. Unfortunately, the economic boom of the Interwar Period was based more on buying on credit than on fiscal responsibility.

The Depression, 1929-1939

During and immediately after World War I, the U.S. economy was doing well. By the end of the 1920's, however, the U.S. and the world were in a **Depression**. The economy was not functioning. In the 1920's, production had risen. People were working hard to improve their lives. Unfortunately, these positive factors were part of the problem. The U.S. had become too productive industrially. High **tariffs** meant that foreign countries were not buying U.S. goods. Low wages meant Americans could not buy the goods either. Many jobs were lost as new machinery was developed. The tremendous **speculation** in the **stock market** led to the downfall. Many people were buying stocks which raised prices. Eventually the buyers lost confidence in the stock market and began to sell as fast as they had bought. On *Black Tuesday*, October 29, 1929, the stock market crashed and upset the whole economy.

The Depression caused much fear throughout the U.S. and the world because it affected so many people for such a long time. By 1932, the depth of the Depression, over 12 million

people in the U.S., or one-fourth of the work force, were out of work. Many businesses had failed, factories were shut down, and those who were working had their wages decreased. The panic was made worse by the 5,000 banks which failed. People began to worry that the Depression would never end. In fact, it lasted 10 years, until 1939.

Franklin Roosevelt as President

Before 1939, the economic situation had begun to improve. In 1932, Franklin D. Roosevelt was elected President on the promise to help the "forgotten man." People believed in him. He was enthusiastically **optimistic**. As governor of New York, Roosevelt had spent state government money to help those hurt by the Depression. Roosevelt won by a **landslide**, and became President during the worst year of the Depression.

Roosevelt went to work right away, using his famous **three R's: relief, recovery and reform**. *Relief* measures were designed to stop suffering by:

- providing direct money payments or jobs to the unemployed; and,
- providing mortgage loans to help farmers and homeowners in danger of losing their property.

Roosevelt wanted to bring about *recovery* by providing aid to farmers, business owners and workers to help get people back to work. The government provided many jobs for people in building roads, highways, public buildings, dams, and parks. The third R, *reform*, was intended less to help with the Depression than to make sure there never would be another one. These measures **regulated** businesses and banks, and protected bank depositors, investors, consumers, the aged, children, and the unemployed. Most of these **New Deal** measures were **controversial**, but they restored confidence at the time and improved the economy. Five million people were employed through government programs and people began to feel hope again.

The Depression ended differently in Europe than in the U.S. Germany suffered terribly from the Depression, and in 1933 a group called the **National Socialists** (Nazis) came to power. Their leader was Adolf Hitler. A similar group came to power in Italy, led by Benito Mussolini. Unfortunately, the way these two countries tried to get out of the Depression was aggressive. By the mid-1930's it looked as though there would be another war in Europe.

FRANKLIN DELANO ROOSEVELT

Library of Congress

WHO HE WAS

- Much concern for the "forgotten man," those people who suffered most during the Depression.
- Had disease, infantile paralysis (polio), which helped him learn patience, tolerance and compassion.
- Optimistic about U.S. ability to solve its problems by working at them.
- In First Inaugural Address, inspired Americans with, "We have nothing to fear but fear itself."

WHAT HE DID

- Gained experience in government by serving in New York state legislature and as Assistant Secretary of the Navy.
- Governor of New York during the Depression.
  - — Popular for using heavy state spending to help those suffering.
  - — Attracted national attention.
- Won Presidency in 1932 with promise to help country through Depression.
- Helped restore confidence with his *Hundred Days* legislation.
  - — Passed much legislation during first 100 days in office to help fight the Depression.
  - — Famous for his 3 R's—Relief, Recovery and Reform.
- New Deal programs he supported put people back to work, put food on their tables and gave them hope.
- Provided strong, energetic leadership during World War II.
- Only person elected to four terms as President.
  - — People believed in the need for his strong and experienced leadership during the crises of the Depression and World War II.
  - — Died during 4th term due to a brain hemorrhage.

REVIEW QUESTIONS

1. What words describe the U.S. position during the early years of World War I?
2. Name one country which fought for the Allies during World War I.
3. Name one country which fought for the Central Powers during World War I.
4. Name one reason the U.S. joined the Allies in fighting World War I.
5. Did the Allies or Central Powers win World War I?
6. To what post-World War I organization is the United Nations similar?
7. Name one cause of the Depression.
8. Who was elected President during the Depression and remained so throughout World War II?
9. Name one action Roosevelt took to end the Depression and prevent it from happening again.

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VIII.
World War II

BEGINNING OF WORLD WAR II

The U.S., as in World War I, did not want to be involved in Europe's problems. Congress passed **Neutrality Acts** in 1935, 1936 and 1937, before the war started. These acts said that if a foreign war began, there would be no sale of war goods, no loans and no Americans sailing on ships of those fighting in the war. The U.S. desire to stay out of war was even more important than maintaining freedom of the seas. Freedom of the seas always had been an important part of rights of **neutral** countries, and it was the reason the U.S. had fought World War I. As in World War I, however, the U.S. tried to help the countries with whom it sympathized. When Japan invaded China in 1937, the U.S. did not recognize it as a war. This made it possible for the U.S. to continue to supply weapons to China, a long-time U.S. friend.

The war in Europe officially began on September 1, 1939, when Adolf Hitler ordered the German army to invade Poland. The countries which fought with Germany were called the **Axis.** The main Axis countries were Germany, Italy and Japan. The **Allied** countries opposed them. At first it was only France and England, but later the Soviet Union, the U.S. and other smaller countries joined the Allies. The U.S. did not join when the war began. In 1939, another Neutrality Act was passed by Congress. This act allowed countries fighting in the war to buy war goods from the U.S. as long as the country paid cash for the items and picked up the goods itself. Since only France and England were able to do this, it meant help for them without violating U.S. neutrality.

France was quickly defeated by Germany, and by June 1940, England stood alone against the Axis. Public opinion in the U.S. began to favor **intervention**, though perhaps not militarily, to help the Allies. Congress passed the **Selective Service Act** in 1940, enabling the government to start **drafting** men into the army. Substantial help to England began in 1941, with the start of **lend-lease**. Though Britain had been buying war goods from the U.S., Britain was beginning to run out of money. The U.S. still wanted to help Britain, however, so it decided to lend or lease the needed items to Britain. The items would be returned when the war was over. Lend-lease showed everyone that the U.S. clearly favored the Allies. When the U.S. stopped shipments of war materials to Japan, it was clear that the U.S. sided with the Allies.

PEARL HARBOR

On Sunday, December 7, 1941, the Japanese conducted a surprise attack on **Pearl Harbor**, in Hawaii. President Roosevelt called it the day **"which will live in infamy."** He was right. The next day Congress declared war on Japan. Germany and Italy declared war on the U.S. a few days later. Since the Soviet Union had joined the Allies earlier in 1941, the Allied camp now had three strong powers: Great Britain, the U.S. and the Soviet Union.

FIGHTING THE WAR AGAINST GERMANY

The Allied powers met to discuss how they could defeat Germany and Japan. They decided that they would concentrate first on defeating Germany and then Japan. Germany was too strong to attack on the Western Front, in France. Instead, the Allies decided to attack through German-held northern Africa and up through Italy, Hitler's ally. At the same time, the British, with some help from the Americans, were bombing heavily military and industrial targets in Germany. The Soviets launched a counteroffensive against Hitler's invasion of the Soviet Union which ultimately was successful in pushing back the German troops. However, many men were killed. By September 1943, Italy had **surrendered unconditionally.** The

Soviets repeatedly asked for a second front in Europe to help get rid of some of the German troops from the Soviet Union. The other Allied leaders recognized how important this was, since the Soviets were losing so many men.

D-Day

In June 1944, the Allies launched the famous **D-Day** invasion at Normandy, France. United States General Dwight D. (Ike) Eisenhower led the multinational Allied troops to victory. (He was to become a two-term President during the 1950's.) This daring and successful invasion helped defeat Hitler. By early May 1945, Germany had surrendered unconditionally.

FIGHTING THE WAR AGAINST JAPAN

The war against Japan started less successfully than the war in Europe had. Japan quickly and easily had captured the Philippines, Malay States, Dutch East Indies and had moved

D-Day Invasion *Library of Congress*

toward Australia. Only a few Americans were fighting there but they were being helped by the Chinese and Australians. In May and June, 1942, in the Battles of the Coral Sea and Midway, the Allied forces inflicted major damage on or defeated Japanese fighters. The battle in the Pacific was difficult but the Allies slowly made progress. The hero in the Pacific was General Douglas A. MacArthur. Having been forced once to retreat, he slowly came back to the Philippines. He was an inspiration both to his soldiers and to the people in the conquered islands. Even when faced with ultimate defeat by the stronger Allied navy, the Japanese refused to surrender unconditionally. The new President, Harry S Truman (Roosevelt had died), decided to use the powerful atomic bomb developed secretly in the U.S. to try to convince Japan to surrender.

Hiroshima and Nagasaki

The first atomic bomb was dropped on Hiroshima, Japan, on August 6, 1945. In spite of vast **casualties** (70,000 believed to be dead), the Japanese still did not surrender. A second atomic bomb was dropped on Nagasaki on August 9, 1945. Japan could take no more, and surrendered on August 10. World War II was ended. The Allies had won again.

EFFECTS OF THE WAR

World War II was even more of a **total war** than World War I had been because the scope was much larger. In Europe and Japan, industrial and population centers were bombed as well as military targets. The economies of all the countries involved were organized for the sole purpose of providing the necessary goods to fight the war. Consumer goods such as butter and gasoline were **rationed.** Wages were high, however, so people saved their money, investing in the war effort by buying government bonds. The U.S. government borrowed billions of dollars to help pay for planes, tanks and bullets. Everyone went to work. With 15 million people serving in the U.S. armed forces, women, teenagers, and retired people all went to work

in the factories to help increase production. Some women developed an interest in working outside the home, and continued to do so after the war. The need for a large and dependable work force also helped prompt the federal government to take its first steps in support of civil rights. It declared that defense industries could not discriminate in hiring on the basis of "race, creed, color or national origin." The **civilian** involvement was significant. But what best shows the totality of the war is that more than 22 million people died, and more than 34 million were wounded. More than one million Americans were killed or wounded. The world was at peace again, but at a terrible price.

Germany, Italy and Japan suffered nearly complete defeat. Great Britain and France lost large parts of their empires and were no longer leading world powers. The United States and the Soviet Union became the two major powers.

REVIEW QUESTIONS

1. What word best describes U.S. foreign policy at the beginning of World War II?
2. Name one of the major countries which fought for the Axis countries in World War II.
3. Name one of the major countries which fought for the Allies in World War II.
4. What important event took place at Pearl Harbor in 1941?
5. What happened on D-Day in June 1944?
6. What important event took place at Hiroshima, Japan, in 1945?
7. Did the Axis countries or Allies win World War II?
8. Which two countries became the major powers after World War II?

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IX.
AFTER WORLD WAR II

INTERNATIONAL COOPERATION

The terrible experience of World War II helped convince most nations that they should try again to form an international organization. Even before the end of the war, the Allied powers were meeting to set up the **United Nations (UN)**. The UN today provides a place where countries can discuss and try to resolve world problems and to preserve peace. The UN also provides economic and educational aid to many countries. The Allied nations tried to cooperate economically after World War II by making trade and **tariff** agreements. They hoped to avoid the Depression that had come after World War I by keeping international trade free.

COLD WAR

In spite of these efforts to cooperate, Europe soon was split into two groups. The Soviet Union was trying to influence Eastern Europe while the United States was **allied** with Western Europe. The Soviet Union and the U.S. have very different political systems. Each country believes its system works better than the other system. In 1949, the U.S. and Western Europe publicly declared their alliance and friendship by beginning the **North Atlantic Treaty Organization (NATO)**. Their policy was to contain the Soviet Union to the areas it already influenced, not to let it expand, and to defend each other if attacked. The Soviet Union saw this as a threat to its safety. In 1955, it began the Warsaw Pact with Eastern Europe. Their policy was to promote **peaceful coexistence** of the two different systems and defend each other if attacked. The most important U.S.

document in the postwar period was probably the **Truman Doctrine** (named for President Truman) which said, "it must be the policy of the United States to support free peoples" against direct or indirect Soviet influence. This policy has been followed to the present in trying to help free countries maintain their freedom.

The time period since World War II often has been called the **Cold War,** because the two major powers, the U.S. and the Soviet Union, have not fought each other in a war. Much of the competition has been economic. The vast resources and high productivity of the U.S. have made its economy strong. However, the U.S. also has been willing to play a leadership role. The U.S. funded the **Marshall Plan** which provided money to help Europe re-build after World War II. The U.S. also helps to fund the **International Monetary Fund** and the **World Bank**, which loan or grant money to developing countries to help them improve their economies. Other countries also participate in these organizations, but the U.S. has taken the lead in establishing and maintaining them.

KOREAN WAR, 1950-1953

Europe was not the only area which was divided between the U.S. and the Soviet Union after World War II. Korea, which is near Japan and China, was occupied by both Soviet and U.S. troops. The Soviets were north of the 38th parallel and the U.S. troops were south of it. In North Korea, the Soviets established a Communist government. In South Korea, an independent anti-Communist government was established. The intent was to reunite the country, but all attempts failed. Suddenly, in June 1950, North Korean Communist forces attacked South Korea without warning. The UN voted to send troops to help South Korea remove the invaders. (The Soviet Union had not been at the meeting.) The UN army was mostly U.S. and South Korean troops. It was led by General Douglas MacArthur, the famous U.S. general from World War II. The UN army was smaller and less well-trained than the North Korean forces,

who were supported by Chinese Communist forces. The UN army was pushed back at first. Reinforcements helped the UN army fight back and finally expel the North Koreans and Chinese. Korea remained a divided country but was no longer at war.

CIVIL RIGHTS MOVEMENT

The U.S. was having struggles at home as well as abroad after World War II. Though black people had been freed from slavery after the Civil War, many still suffered from **discrimination**, especially in the South. Often states restricted black people's right to vote, the schools were **segregated** (separated with different schools for black and white children), and there was job discrimination (many jobs either were not open to blacks or would be given to a white person first).

After World War II, many people began to recognize that this was unfair and efforts were made to make changes. The first major federal effort occurred during the war. The **Fair Employment Practices Committee** was established by President Roosevelt to prevent discrimination by the defense industries against anyone because of "race, creed, color, or national origin." The states and some private organizations began to start their own fair employment policies. Job training programs were begun, too. After the war, President Truman continued the struggle for equality when he appointed the **Committee on Civil Rights**. The committee's most important finding was that discrimination based on race or religion prevents achievement of the American ideal of democracy. Though southern Senators blocked legislation which promoted laws to end discrimination, black people now had some support in their search for full equality.

In 1954 blacks won support from another branch of the government when the Supreme Court ruled in their favor in the case of **Brown vs. the Board of Education of Topeka** (Kansas). The ruling stated that "separate educational facilities are inherently unequal," meaning that segregated public schools are unconstitutional. The ruling was followed in 1955 with a court

order to **desegregate** public schools. Many Americans in both the North and South praised the decision. It was seen as a necessary step to end discrimination in the U.S. Other people wanted to keep discriminatory practices. They did not like the federal government getting involved in their business. The court's decision was tested in 1957, when the governor of Arkansas tried to use the Arkansas National Guard to prevent some black children from going to an all-white school in Little Rock. President Eisenhower (1953-1961) upheld the Supreme Court by sending U.S. army units to make sure the children got to school safely. The fight for equal, desegregated education was just beginning.

Other areas of society were segregated, also. Black people began to organize to end discrimination through peaceful, non-violent methods. The first major successful attempt was made in Montgomery, Alabama. The public buses were segregated: whites could sit in the front, and blacks had to sit in the back. The blacks organized a **boycott** of the bus system, and eventually won desegregation. Other boycotts and peaceful demonstrations by black people in the early 1960's led to the desegregation of previously *white only* lunch counters, buses, drinking fountains, and rest rooms. Violence often was caused by racist whites.

Martin Luther King, Jr.

The most famous leader of the civil rights movement was the **Reverend Martin Luther King, Jr.** He was a deeply religious man who believed that blacks could change society and its laws through non-violent means. He led the famous March on Washington in 1963, when both blacks and whites marched to Washington, D.C., to try to get civil rights legislation passed. King's emphasis on non-violence and his ability to organize and inspire hundreds of thousands of people helped give the civil rights movement the strength it needed to be successful. The federal government passed **Civil Rights Acts** in 1957, 1960, 1964, and 1968 to guarantee equality for blacks. It passed the **Voting Rights Act** in 1970 to try to stop discrimination against black voters in southern states.

Martin Luther King, Jr., was shot and killed in 1968. Reverend King's leadership had brought many changes for blacks in the U.S. He was awarded the **Nobel Peace Prize** for his efforts. The U.S. celebrates a holiday in his honor on the third Monday in January to remember his sacrifices. Reverend King's work was carried on by many people, and all the poor people in the U.S. benefited. President John F. Kennedy (1960-1963) supported legislation similar to that supported by Martin Luther King, such as civil rights measures, housing, funding for education, and measures to rid the country of poverty. These measures were called the **New Frontier** programs, from a line in one of Kennedy's speeches, "We stand today on the edge of a new frontier." One of Kennedy's programs, the **Peace Corps**, was intended to provide developmental assistance for other countries. Americans would volunteer their time and knowledge by traveling to and living with the people needing assistance. This program proved successful both in helping people and increasing cross-cultural understanding.

President Lyndon Johnson, Kennedy's successor, continued the effort with his "war on poverty" and increased the amount of money the federal government spends on social programs to try to form the **Great Society**—a society with equality and opportunity for everyone. President Johnson's Great Society established many of the domestic programs in place today, including the Department of Housing and Urban Development (working to provide improved low-income housing) and the Fair Labor Standards Act (regulating wages, hours and working conditions).

VIETNAM WAR

The 1960's are remembered by many as a time of **turmoil**. The civil rights movement was strong. It was forcing society to change in many ways. But the 1960's also were a time of protest against the war the U.S. was fighting in Vietnam. Vietnam had been part of France's Indochinese colony. It was promised partial independence after World War II. The problem was that Vietnam wanted complete independence and was willing to fight for it. Unfortunately, Vietnam also had two political par-

MARTIN LUTHER KING, JR.

DC Public Library, Washington Evening Star Collection

By Ray Lustig

WHO HE WAS

- Believed in equality and freedom for all people.
- Believed no one could be free until everyone was free, so worked for equal rights for black people.
- Used non-violent ways because it was the only way to change people's hearts and minds as well as the law.
- Had strong religious beliefs.
  - — Was an ordained minister.
  - — Provided inspiration to many people.

WHAT HE DID

- Worked to establish civil rights.
- Attracted national attention with bus boycott in Montgomery, Alabama, which ended segregation on city buses.
- Led non-violent protests all over the country to protest segregation: sit-ins, lie-ins, pray-ins.
- Spoke at March on Washington.
  - — Marched to try to get new civil rights legislation.
  - — Gave famous speech, "I have a dream" of equality, brotherhood, freedom and justice.
- Led Freedom March in Alabama to show support of Voting Rights Act of 1965.
- Awarded the Nobel Peace Prize in 1964 for his use of non-violence to try to achieve equality.
- **Assassinated** during a protest march in Memphis, Tennessee, in 1968.
  - — His followers **affirmed** his commitment to working for equality with peaceful methods.

ties which did not want to compromise. Ho Chi Minh led a party in the northern part of Vietnam which was communistic and very **nationalistic**. Ngo Dinh Diem led a party in the southern part of Vietnam which was against communism and wanted to cooperate with western countries. South Vietnam invited the U.S., under President Eisenhower, to provide it economic and military aid. The aid was expanded under President John F. Kennedy (1960-1963). In 1964, North Vietnamese torpedo boats were said to have attacked two American destroyers. President Johnson ordered bombings of North Vietnamese naval bases. Congress passed the **Gulf of Tonkin Resolution**, which gave President Johnson authority to do what he thought was needed militarily. The U.S. was at war in Vietnam.

The Vietnam War was a long, hard, bitter fight, lasting from 1964-1973. Fighting in Vietnam was difficult for U.S. troops. In addition, opinion in the U.S. was divided over whether the U.S. should be involved in this war. Some people believed the U.S. needed to help fight the war to keep communism out of South Vietnam and that the U.S. should send over as many men and weapons as needed to win the war. Other people believed the war was immoral. They believed the U.S. had no interests in Vietnam and that the war was too costly. These people marched and demonstrated to protest U.S. involvement in Vietnam, and tried to get the U.S. to withdraw. While the protesters were not the majority of the people in the U.S., they did make others think about why the U.S. was involved in Vietnam.

In 1968, Richard Nixon ran as the Republican candidate for President. One of his **campaign** promises was to withdraw from Vietnam honorably. He was able to continue peace talks which had been going on almost since the beginning of the war, but with no results. In 1973, the issue was settled with the **Paris Peace Agreement** for Vietnam. Everyone compromised, and Vietnam was divided into two separate countries, as Korea had been.

The peace lasted until 1975, when North Vietnam again invaded South Vietnam and forcibly reunited the country. This

time the U.S. stayed out of the conflict, except for trying to help some of the people leave Vietnam who otherwise would have suffered.

NIXON AS PRESIDENT

Richard Nixon was the President when the U.S. withdrew from Vietnam. He was elected partly on his promise to help end the war. Also, he wanted to re-establish the strong Presidency. In his first term he continued peace talks in Vietnam, tried to control the high rates of inflation which were hurting the U.S. economy, and re-established relations with China. This last action was very important. China had been under Communist rule since 1949. However, until President Nixon opened relations in 1972, the U.S. did not **recognize** the Communist government. Nixon believed that to get Communist countries to change and be friendly to the U.S., it was better to talk and trade with them than to fight.

President Nixon was re-elected easily for a second term, during which the Vietnam War ended. The remainder of Nixon's Presidency was filled with problems, however. The Arab countries decided they were not going to sell oil to the U.S. anymore, which led to energy shortages in the U.S. There were long lines at the gasoline stations, and increased prices for almost all types of energy. After this experience, the U.S. tried to develop its own additional energy resources to become as self-sufficient as possible.

Space Exploration

Competition for space, similar to economic and military competition, was most intense between the Soviet Union and the United States. The Soviet Union launched the first satellite in 1957 and the United States was worried. The race to develop space had begun. In 1961, the Soviets again scored a victory, being the first to send men into space and bring them back safely. The United States increased its efforts in the space program. Experiments with long flights, activities outside the

spacecraft and orbiting the moon were all preparatory to the planned landing of men on the moon. The event finally took place in 1969, during Nixon's Presidency, when Apollo II took off for the moon. The three men aboard carried a message of peace, hoping to convince both the U.S. and Soviet Union to stop competing for space and to develop it for the benefit of all people. Americans were wildly excited about landing on the moon and continue to enthusiastically support space programs, such as the space shuttle and skylab.

Arms Control

President Nixon, though by no means the first President to recognize the desirability of reducing the number or growth of nuclear weapons, negotiated the first major treaty with the Soviet Union to limit deployment and building of nuclear weapons. The treaty was the result of the **Strategic Arms Limitation Talks (SALT)**, and was agreed on in 1972. Since then, arms control has been an important issue. Leaders in both countries understand that the arms race can end only with great effort on everyone's part.

Watergate

The main issue of Nixon's Presidency was **Watergate**. During the 1972 Presidential campaign, there was an illegal break-in at the headquarters of the Democratic Party in the Watergate apartments in Washington, D.C. The President claimed he did not know anything about it. Tape recordings taken in his office were found that revealed that the President did know about the break-in, and that he tried to stop the investigation into the matter. The Congress and the American people were very upset and angry that a President would lie to them. **Impeachment proceedings** were begun to try to remove President Nixon from office. Also, many of his top advisers resigned or were removed from office. President Nixon resigned before the impeachment proceedings could be completed. Newly appointed Vice President Gerald Ford became President Ford.

Watergate has had both good and bad effects on this country. The most important one is that it showed that our system of

government works. The Constitution and our system of government was upheld. It was the 1st amendment guarantee of freedom of the press which enabled the American people to find out about Watergate. And the American system of government proved strong enough for even the President to be held accountable for his actions. The encouraging result of Watergate was a **confirmation** that the American democratic form of government worked even under such negative conditions.

PRESIDENT FORD

President Ford, upon taking office, asked that the American people work together to try to overcome Watergate and concentrate on the needs of the nation. He used his **executive power** to pardon Nixon and turned to some of the important issues facing the U.S.

The most important issue to the majority of the people was inflation. Inflation means that prices keep rising and money buys less than it did before. Ford tried to solve this problem by decreasing federal spending, encouraging industrial and agricultural spending and helping unemployed persons. These efforts were not too successful and the economy fell under a **recession**: production and wages were down, and unemployment was up.

PRESIDENT CARTER

The next Presidential election, in 1976, showed that people were ready for a change. Many people still thought of the Republican Party as the one which had brought Watergate. Also, they did not like the economic situation. President Carter, former governor of Georgia, had a reputation for honesty. He was elected President in 1976 over Ford, by promising to help the economy and to restore and promote human rights in the U.S. and abroad. He successfully negotiated SALT II—an arms limitation agreement. Unfortunately, President Carter's lack of experience with national politics made it difficult for him. By 1980, the economy had not improved much and there were problems with foreign policy. The American people again were ready for a change.

PRESIDENT REAGAN

President Reagan, elected in 1980 and again in 1984, had an exciting message for Americans. He promised to improve the economy by decreasing taxes and spending by the federal government. He also promised to improve the U.S. position in the world by increasing military spending. This would allow the U.S. to negotiate from a position of strength. In spite of this commitment, he negotiated with the Soviet Union for arms limitation. He believed that reduced government interference would encourage private enterprise which would improve the economy. An improved economy would benefit everyone. Under President Reagan, inflation, interest rates and unemployment rates did drop and many people benefited. Some people, however, said that conditions for the poorest people in the country did not improve and that there were more poor people during his Presidency than before it.

Two of the most important laws passed during the Reagan administration were new tax laws and the immigration act. Income tax **reforms** were designed to simplify the structure so that it would be fairer and less confusing than the old system. Several Presidents had recognized the need to change the tax system to make it more understandable and fair, but had not been able to do so. The **Immigration Reform and Control Act** was similar to laws that many members of Congress had been trying to pass for several years. It places severe penalties on people who employ illegal aliens, but allows many of the illegal aliens to change to legal status.

MOVING INTO THE FUTURE

Americans will continue to use the principles the Founding Fathers wrote into the Constitution to solve problems and make decisions about the direction the United States should take. These important principles are:

- **supremacy of the law**, or no person is more important than the law;
- **republican form of government**, or the people have

a voice in choosing their representatives in the government;
- **peaceful solutions to problems**, when possible, by changing or adapting laws; and,
- **checks and balances**, so that each branch of government can limit the power of the others.

Following these principles has enabled the United States to adapt to the rapid and dramatic changes which have occurred since it was founded in 1776. These principles will help it adjust to any future changes, keeping what is still useful and changing that which is outdated. As Americans continue to learn about and believe in the principles of the Constitution, they will ensure that the United States will remain strong and move confidently into the future.

REVIEW QUESTIONS

1. What organization was set up after World War II to try to prevent such wars in the future?
2. What term is often used to describe the post-World War II relationship between the U.S. and the Soviet Union?
3. What movement, especially strong in the late 1950's and 1960's, worked for equality for minorities, primarily blacks?
4. Name one characteristic or accomplishment for which Martin Luther King, Jr., is known.
5. Name one positive result of the Watergate affair during Nixon's Presidency.

NOTES

NOTES

APPENDICES

APPENDIX A

THE DECLARATION OF INDEPENDENCE

IN CONGRESS, JULY 4, 1776

The Unanimous Declaration of the Thirteen United States of America

When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed,—That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all ex-

perience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security.—Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former systems of government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these States. To prove this, let facts be submitted to a candid world.

He has refused his assent to laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass laws of immediate and pressing importance, unless suspended in their operation till his assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other laws for the accommodation of large districts of people, unless those people would relinquish the right of representation in the legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the legislative powers, incapable of annihilation, have returned to the people at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the laws for naturalization

of foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new appropriations of lands.

He has obstructed the administration of justice, by refusing his assent to laws for establishing judiciary powers.

He has made judges dependent on his will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of new offices, and sent hither swarms of officers to harass our people, and eat out their substance.

He has kept among us, in times of peace, standing armies without the consent of our legislatures.

He has affected to render the military independent of and superior to the civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his assent to their acts of pretended legislation:

For quartering large bodies of armed troops among us:

For protecting them, by a mock trial, from punishment for any murders which they should commit on the inhabitants of these States:

For cutting off our trade with all parts of the world:

For imposing taxes on us without our consent:

For depriving us in many cases, of the benefits of trial by jury:

For transporting us beyond seas to be tried for pretended offenses:

For abolishing the free system of English laws in a neighbouring province, establishing therein an arbitrary government, and enlarging its boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these colonies:

For taking away our charters, abolishing our most valuable laws, and altering fundamentally the forms of our governments:

For suspending our own legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated government here, by declaring us out of his protection and waging war against us.

He has plundered our seas, ravaged our coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large armies of foreign mercenaries to complete the works of death, desolation and tyranny, already begun with circumstances of cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the head of a civilized nation.

He has constrained our fellow citizens taken captive on the high seas to bear arms against their country, to become the executioners of their friends and brethren, or to fall themselves by their hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian savages, whose known rule of warfare is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these oppressions we have petitioned for redress in the most humble terms: Our repeated petitions have been answered only by repeated injury. A prince, whose character is thus marked by every act which may define a tyrant, is unfit to be the ruler of a free people.

Nor have we been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity which denounces our separation, and hold them, as we hold the rest of mankind, enemies in war, in peace friends.

WE, THEREFORE, the Representatives of the United States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name, and by authority of the good people of these Colonies, solemnly publish and declare, That these United Col-

onies are, and of right ought to be FREE AND INDEPENDENT STATES; that they are absolved from all allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as free and independent States, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes and our sacred honor.

New Hampshire

Josiah Bartlett
Wm. Whipple
Matthew Thornton

Massachusetts Bay

John Hancock.
Saml Adams
John Adams
Robt Treat Paine
Elbridge Gerry

Rhode Island

Step. Hopkins
William Ellery

Connecticut

Roger Sherman
Saml Huntington
Wm. Williams
Oliver Wolcott

New York

Wm Floyd
Phil. Livingston
Frans. Lewis
Lewis Morris

New Jersey

Richd. Stockton
Jno Witherspoon
Fras. Hopkinson
John Hart
Abra Clark

Pennsylvania

Robt Morris
Benjamin Rush
Benja. Franklin
John Morton
Geo. Clymer
Jas. Smith
Geo. Taylor
James Wilson
Geo. Ross

Delaware

Caesar Rodney
Geo Read
Tho M'Kean

Maryland

Samuel Chase
Wm. Paca
Thos. Stone
Charles Carroll
of Carrollton

Virginia

George Wythe
Richard Henry Lee
Th Jefferson
Benja. Harrison
Thos. Nelson Jr.
Francis Lightfoot Lee
Carter Braxton

North Carolina

Wm Hooper
Joseph Hewes
John Penn

South Carolina

Edward Rutledge.
Thos Heyward Junr.
Thomas Lynch Junr.
Arthur Middleton

Georgia

Button Gwinnett
Lyman Hall
Geo Walton.

APPENDIX B

Constitution of the United States of America

PREAMBLE

WE THE PEOPLE of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

ARTICLE I

SECTION 1. All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

SECTION 2. The House of Representatives shall be composed of members chosen every second year by the people of the several States, and the electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislature.

No person shall be a Representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State in which he shall be chosen.

Representatives and direct taxes shall be apportioned among the several States which may be included within this Union, according to their respective numbers, which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding

Indians not taxed, three-fifths of all other persons. The actual enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of Representatives shall not exceed one for every thirty thousand, but each State shall have at least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to choose three, Massachusetts eight, Rhode Island and Providence Plantations one, Connecticut five, New York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

When vacancies happen in the representation from any State, the Executive authority thereof shall issue writs of election to fill such vacancies.

The House of Representatives shall choose their Speaker and other officers; and shall have the sole power of impeachment.

SECTION 3. The Senate of the United States shall be composed of two Senators from each State, chosen by the legislature thereof, for six years and each Senator shall have one vote.

Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three classes. The seats of the Senators of the first class shall be vacated at the expiration of the second year, of the second class at the expiration of the fourth year, and of the third class at the expiration of the sixth year, so that one-third may be chosen every second year; and if vacancies happen by resignation, or otherwise, during the recess of the legislature of any State, the executive thereof may make temporary appointments until the next meeting of the legislature, which shall then fill such vacancies.

No person shall be a Senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State for which he shall be chosen.

The Vice President of the United States shall be President of the Senate, but shall have no vote, unless they be equally divided.

The Senate shall choose their other officers, and also a Pres-

ident pro tempore, in the absence of the Vice President, or when he shall exercise the office of President of the United States.

The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no person shall be convicted without the concurrence of two-thirds of the members present.

Judgment in cases of impeachment shall not extend further than to removal from office, and disqualification to hold and enjoy any office or honor, trust or profit under the United States: but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment and punishment, according to law.

SECTION 4. The times, places and manner of holding elections for Senators and Representatives, shall be prescribed in each State by the legislature thereof; but the Congress may at any time by law make or alter such regulations, except as to the places of choosing Senators.

The Congress shall assemble at least once in every year, and such meeting shall be on the first Monday in December, unless they shall by law appoint a different day.

SECTION 5. Each House shall be the judge of the elections, returns and qualifications of its own members, and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and under such penalties as each House may provide.

Each House may determine the rules of its proceedings, punish its members for disorderly behaviour, and, with the concurrence of two-thirds, expel a member.

Each House shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy; and the yeas and the nays of the members of either House on any question shall, at the desire of one-fifth of those present, be entered on the journal.

Neither House, during the session of Congress, shall, without the consent of the other, adjourn for more than three days,

nor to any other place than that in which the two Houses shall be sitting.

SECTION 6. The Senators and Representatives shall receive a compensation for their services, to be ascertained by law, and paid out of the Treasury of the United States. They shall in all cases, except treason, felony and breach of the peace, be privileged from arrest during their attendance at the session of their respective Houses, and in going to and returning from the same; and for any speech or debate in either House, they shall not be questioned in any other place.

No Senator or Representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created, or the emoluments whereof shall have been increased during such time; and no person holding any office under the United States, shall be a member of either House during his continuance in office.

SECTION 7. All bills for raising revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments as on other bills.

Every bill which shall have passed the House of Representatives and the Senate, shall, before it becomes a law, be presented to the President of the United States; if he approves he shall sign it, but if not he shall return it, with his objections to that House in which it shall have originated, who shall enter the objections at large on their journal, and proceed to reconsider it. If after such reconsideration two-thirds of that House shall agree to pass the bill, it shall be sent, together with the objections, to the other House, by which it shall likewise be reconsidered, and if approved by two-thirds of that House, it shall become a law. But in all such cases the votes of both Houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each House respectively. If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it, unless the Congress by their adjournment prevent its return, in which case it shall not be a law.

Every order, resolution, or vote to which the concurrence of the Senate and House of Representatives may be necessary (except on a question of adjournment) shall be presented to the President of the United States; and before the same shall take effect, shall be approved by him, or being disapproved by him, shall be repassed by two-thirds of the Senate and House of Representatives, according to the rules and limitations prescribed in the case of a bill.

SECTION 8. The Congress shall have power to lay and collect taxes, duties, imposts and excises, to pay the debts and provide for the common defense and general welfare of the United States; but all duties, imposts and excises shall be uniform throughout the United States;

To borrow money on the credit of the United States;

To regulate commerce with foreign nations, and among the several States, and with the Indian tribes;

To establish a uniform rule of naturalization, and uniform laws on the subject of bankruptcies throughout the United States;

To coin money, regulate the value thereof, and of foreign coin, and fix the standard of weights and measures;

To provide for the punishment of counterfeiting the securities and current coin of the United States;

To establish post offices and post roads;

To promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries;

To constitute tribunals inferior to the Supreme Court;

To define and punish piracies and felonies committed on the high seas, and offenses against the law of nations;

To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water;

To raise and support armies, but no appropriation of money to that use shall be for a longer term than two years;

To provide and maintain a Navy;

To make rules for the government and regulation of the land and naval forces;

To provide for calling forth the militia to execute the laws of the Union, suppress insurrections and repel invasions;

To provide for organizing, arming, and disciplining the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the States respectively, the appointment of the officers, and the authority of training the militia according to the discipline prescribed by Congress;

To exercise exclusive legislation in all cases whatsoever, over such district (not exceeding ten miles square) as may, by cession of particular States, and the acceptance of Congress, become the seat of the Government of the United States, and to exercise like authority over all places purchased by the consent of the legislature of the State in which the same shall be, for the erection of forts, magazines, arsenals, dock-yards, and other needful buildings;—And

To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this Constitution in the Government of the United States, or in any department or officer thereof.

SECTION 9. The migration or importation of such persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the year one thousand eight hundred and eight, but a tax or duty may be imposed on such importation, not exceeding ten dollars for each person.

The privilege of the writ of habeas corpus shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.

No bill of attainder or ex post facto law shall be passed.

No capitation, or other direct, tax shall be laid, unless in proportion to the census or enumeration herein before directed to be taken.

No tax or duty shall be laid on articles exported from any State.

No preference shall be given by any regulation of commerce or revenue to the ports of one State over those of another: nor shall vessels bound to, or from, one State, be obliged to enter, clear, or pay duties in another.

No money shall be drawn from the Treasury, but in consequence of appropriations made by law; and a regular statement

and account of the receipts and expenditures of all public money shall be published from time to time.

No title of nobility shall be granted by the United States: And no person holding any office of profit or trust under them, shall, without the consent of the Congress, accept of any present, emolument, office, or title, of any kind whatever, from any King, Prince, or foreign State.

SECTION 10. No State shall enter into any treaty, alliance, or confederation; grant letters of marque and reprisal; coin money; emit bills of credit; make any thing but gold and silver coin a tender in payment of debts; pass any bill of attainder, ex post facto law, or law impairing the obligation of contracts, or grant any title of nobility.

No State shall, without the consent of the Congress, lay any imposts or duties on imports or exports, except what may be absolutely necessary for executing its inspection laws: and the net produce of all duties and imposts, laid by any State on imports or exports, shall be for the use of the Treasury of the United States; and all such laws shall be subject to the revision and control of the Congress.

No State shall, without the consent of Congress, lay any duty of tonnage, keep troops, or ships of war in time of peace, enter into any agreement or compact with another State, or with a foreign power, or engage in war, unless actually invaded, or in such imminent danger as will not admit of delay.

ARTICLE II

SECTION 1. The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, and, together with the Vice President, chosen for the same term, be elected, as follows:

Each State, shall appoint, in such manner as the legislature thereof may direct, a number of electors, equal to the whole number of Senators and Representatives to which the State may be entitled in the Congress; but no Senator or Representative, or person holding an office of trust or profit under the United States, shall be appointed an elector.

The electors shall meet in their respective States, and vote by ballot for two persons, of whom one at least shall not be an

inhabitant of the same State with themselves. And they shall make a list of all the persons voted for, and of the number of votes for each; which list they shall sign and certify, and transmit sealed to the seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates, and the votes shall then be counted. The person having the greatest number of votes shall be the President, if such number be a majority of the whole number of electors appointed; and if there be more than one who have such majority, and have an equal number of votes, then the House of Representatives shall immediately choose by ballot one of them for President; and if no person have a majority, then from the five highest on the list the said House shall in like manner choose the President. But in choosing the President, the votes shall be taken by States, the representation from each State having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the States, and a majority of all the States shall be necessary to a choice. In every case, after the choice of the President, the person having the greatest number of votes of the electors shall be the Vice President. But if there should remain two or more who have equal votes, the Senate shall choose from them by ballot the Vice President.

The Congress may determine the time of choosing the electors, and the day on which they shall give their votes; which day shall be the same throughout the United States.

No person except a natural-born citizen, or a citizen of the United States, at the time of the adoption of this Constitution, shall be eligible to the office of President; neither shall any person be eligible to that office who shall not have attained to the age of thirty-five years, and been fourteen years a resident within the United States.

In case of the removal of the President from office, or of his death, resignation, or inability to discharge the powers and duties of the said office, the same shall devolve on the Vice President, and the Congress may by law provide for the case of removal, death, resignation, or inability, both of the President and Vice President, declaring what officer shall then act

as President, and such officer shall act accordingly, until the disability be removed, or a President shall be elected.

The President shall, at stated times, receive for his services, a compensation, which shall neither be increased nor diminished during the period for which he shall have been elected, and he shall not receive within that period any other emolument from the United States, or any of them.

Before he enter on the execution of his office, he shall take the following oath or affirmation:—"I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States."

SECTION 2. The President shall be Commander in Chief of the Army and Navy of the United States, and of the militia of the several States, when called into the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the Executive Departments, upon any subject relating to the duties of their respective offices, and he shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.

He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two-thirds of the Senators present concur; and he shall nominate, and by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, Judges of the Supreme Court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law: but the Congress may by law vest the appointment of such inferior officers, as they think proper, in the President alone, in the courts of law, or in the heads of departments.

The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting commissions which shall expire at the end of their next session.

SECTION 3. He shall from time to time give to the Congress information of the state of the Union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both Houses, or either of them, and in case of disagreement between

them, with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed, and shall commission all the officers of the United States.

SECTION 4. The President, Vice President and all civil officers of the United States, shall be removed from office on impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors.

ARTICLE III

SECTION 1. The judicial power of the United States, shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the supreme and inferior courts, shall hold their offices during good behaviour, and shall, at stated times, receive for their services, a compensation, which shall not be diminished during their continuance in office.

SECTION 2. The judicial power shall extend to all cases, in law and equity, arising under this Constitution, the laws of the United States, and treaties made, or which shall be made, under their authority;—to all cases affecting ambassadors, other public ministers and consuls;—to all cases of admiralty and maritime jurisdiction;—to controversies to which the United States shall be a party;—to controversies between two or more States;—between a State and citizens of another State;—between citizens of different States;—between citizens of the same State claiming lands under grants of different States, and between a State, or the citizens thereof, and foreign States, citizens or subjects.

In all cases affecting ambassadors, other public ministers and consuls, and those in which a State shall be a party, the Supreme Court shall have original jurisdiction. In all the other cases before mentioned, the Supreme Court shall have appellate jurisdiction, both as to law and fact, with such exceptions, and under such regulations as the Congress shall make.

The trial of all crimes, except in cases of impeachment, shall be by jury; and such trial shall be held in the State where the said crimes shall have been committed; but when not commit-

ted within any State, the trial shall be at such place or places as the Congress may by law have directed.

SECTION 3. Treason against the United States, shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or on confession in open court.

The Congress shall have power to declare the punishment of treason, but no attainder of treason shall work corruption of blood, or forfeiture except during the life of the person attainted.

ARTICLE IV

SECTION 1. Full faith and credit shall be given in each State to the public acts, records, and judicial proceedings of every other State. And the Congress may by general laws prescribe the manner in which such acts, records and proceedings shall be proved, and the effect thereof.

SECTION 2. The citizens of each State shall be entitled to all privileges and immunities of citizens in the several States.

A person charged in any State with treason, felony, or other crime, who shall flee from justice, and be found in another State, shall on demand of the executive authority of the State from which he fled, be delivered up, to be removed to the State having jurisdiction of the crime.

No person held to service or labour in one State, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labour, but shall be delivered up on claim of the party to whom such service or labour may be due.

SECTION 3. New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the jurisdiction of any other State; nor any State be formed by the junction of two or more States, or parts of States, without the consent of the legislatures of the States concerned as well as of the Congress.

The Congress shall have power to dispose of and make all needful rules and regulations respecting the Territory or other

property belonging to the United States; and nothing in this Constitution shall be so construed as to prejudice any claims of the United States, or of any particular State.

SECTION 4. The United States shall guarantee to every State in this Union a republican form of Government, and shall protect each of them against invasion; and on application of the legislature, or of the executive (when the legislature cannot be convened) against domestic violence.

ARTICLE V

The Congress, whenever two-thirds of both Houses shall deem it necessary, shall propose amendments to this Constitution, or on the application of the legislatures of two-thirds of the several States, shall call a convention for proposing amendments, which, in either case, shall be valid to all intents and purposes, as part of this Constitution, when ratified by the legislatures of three-fourths of the several States, or by conventions in three-fourths thereof, as the one or the other mode of ratification may be proposed by the Congress; provided that no amendment which may be made prior to the year one thousand eight hundred and eight shall in any manner affect the first and fourth clauses in the Ninth Section of the First Article; and that no State, without its consent, shall be deprived of its equal suffrage in the Senate.

ARTICLE VI

All debts contracted and engagements entered into, before the adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

The Constitution, and the laws of the United States which shall be made in pursuance thereof; and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land; and the judges in every State shall be bound thereby, any thing in the Constitution or laws of any State to the contrary notwithstanding.

The Senators and Representatives before mentioned, and the members of the several State legislatures, and all executive and

judicial officers, both of the United States and of the several States, shall be bound by oath or affirmation, to support this Constitution; but no religious test shall ever be required as a qualification to any office or public trust under the United States.

ARTICLE VII

The ratification of the conventions of nine States shall be sufficient for the establishment of this Constitution between the States so ratifying the same.

Done in convention by the unanimous consent of the States present the seventeenth day of September in the year of our Lord one thousand seven hundred and eighty seven and of the Independence of the United States of America the twelfth. In witness whereof we have hereunto subscribed our names,

Go. Washington—Presid't.
and deputy from Virginia

Attest William Jackson, Secretary

New Hampshire

John Langdon
Nicholas Gilman

Massachusetts

Nathaniel Gorham
Rufus King

Connecticut

Wm. Saml. Johnson
Roger Sherman

New York

Alexander Hamilton

New Jersey

Wil: Livingston
David Brearley
Wm. Paterson
Jona: Dayton

Pennsylvania

B. Franklin
Thomas Mifflin
Robt Morris
Geo. Clymer
Thos. FitzSimons
Jared Ingersoll
James Wilson
Gouv Morris

Delaware

Geo: Read
Gunning Bedford Jun
John Dickinson
Richard Bassett
Jaco: Broom

Maryland

James McHenry
Dan of St. Thos. Jenifer
Danl Carroll

Virginia

John Blair—
James Madison Jr.

North Carolina

Wm. Blount
Richd. Dobbs Spaight
Hu Williamson

South Carolina

J. Rutledge
Charles Cotesworth Pinckney
Charles Pinckney
Pierce Butler

Georgia

William Few
Abr Baldwin

Amendments

ARTICLE I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

ARTICLE II

A well regulated militia, being necessary to the security of a free State, the right of the people to keep and bear arms, shall not be infringed.

ARTICLE III

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

ARTICLE IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

ARTICLE V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land of naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled

in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

ARTICLE VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

ARTICLE VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact, tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

ARTICLE VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

ARTICLE IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

ARTICLE X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

ARTICLE XI

The judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by citizens of another State, or by citizens or subjects of any foreign State.

ARTICLE XII

The electors shall meet in their respective States, and vote by ballot for President and Vice President, one of whom, at least, shall not be an inhabitant of the same State with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the Government of the United States, directed to the President of the Senate;—The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted;—The person having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by States, the representation from each State having one vote: a quorum for this purpose shall consist of a member or members from two-thirds of the States, and a majority of all the States shall be necessary to a choice. And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice President shall act as President, as in the case of the death or other constitutional disability of the President.—The person having the greatest number of votes as Vice President, shall be the Vice President, if such number be a

majority of the whole number of electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice President; a quorum for the purpose shall consist of two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice President of the United States.

ARTICLE XIII

SECTION 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

SECTION 2. Congress shall have power to enforce this article by appropriate legislation.

ARTICLE XIV

SECTION 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

SECTION 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, Representatives in Congress, the executive and judicial officers of a State, or the members of the legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced

in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

SECTION 3. No person shall be a Senator or Representative in Congress, or elector of President and Vice President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

SECTION 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

SECTION 5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

ARTICLE XV

SECTION 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

SECTION 2. The Congress shall have power to enforce this article by appropriate legislation.

ARTICLE XVI

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.

ARTICLE XVII

SECTION 1. The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.

SECTION 2. When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: **Provided,** That the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

SECTION 3. This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

ARTICLE XVIII

SECTION 1. After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

SECTION 2: The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.

SECTION 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

ARTICLE XIX

SECTION 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

SECTION 2. Congress shall have power to enforce this article by appropriate legislation.

ARTICLE XX

SECTION 1. The terms of the President and Vice President shall end at noon on the 20th day of January, and the terms of Senators and Representatives at noon on the 3d day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

SECTION 2. The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3d day of January, unless they shall by law appoint a different day.

SECTION 3. If, at the time fixed for the beginning of the term of the President, the President elect shall have died, the Vice President elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vice President elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President elect nor a Vice President elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice President shall have qualified.

SECTION 4. The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice President whenever the right of choice shall have devolved upon them.

SECTION 5. Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.

SECTION 6. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the

legislatures of three-fourths of the several States within seven years from the date of its submission.

ARTICLE XXI

SECTION 1. The eighteenth article of amendment to the Constitution of the United States is hereby repealed.

SECTION 2. The transportation or importation into any State, Territory, or possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

SECTION 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

ARTICLE XXII

SECTION 1. No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than 2 years of a term to which some other person was elected President shall be elected to the office of the President more than once. But this Article shall not apply to any person holding the office of President when this Article was proposed by the Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this Article becomes operative from holding the office of President or acting as President during the remainder of such term.

SECTION 2. This Article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within 7 years from the date of its submission to the States by the Congress.

ARTICLE XXIII

SECTION 1. The District constituting the seat of Government of the United States shall appoint in such manner as the Congress may direct:

A number of electors of President and Vice President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a State, but in no event more than the least populous State; they shall be in addition to those appointed by the States, but they shall be considered, for the purposes of the election of President and Vice President, to be electors appointed by a State; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment.

SECTION 2. The Congress shall have power to enforce this article by appropriate legislation.

ARTICLE XXIV

SECTION 1. The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax.

SECTION 2. The Congress shall have power to enforce this article by appropriate legislation.

ARTICLE XXV

SECTION 1. In case of the removal of the President from office or of his death or resignation, the Vice President shall become President.

SECTION 2. Whenever there is a vacancy in the office of the Vice President, the President shall nominate a Vice President who shall take office upon confirmation by a majority vote of both Houses of Congress.

SECTION 3. Whenever the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that he is unable to discharge the powers and duties of his office, and until he transmits to them a written declaration to the contrary, such powers and duties shall be discharged by the Vice President as Acting President.

SECTION 4. Whenever the Vice President and a majority of either the principal officers of the executive departments or of such other body as Congress may by law provide, transmit to the President pro tempore of the Senate and the Speaker of the House of Representatives their written delcaration that the President is unable to discharge the powers and duties of his office, the Vice President shall immediately assume the powers and duties of the office as Acting President.

Thereafter, when the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that no inability exists, he shall resume the powers and duties of his office unless the Vice President and a majority of either the principal officers of the executive department or of such other body as Congress may by law provide, transmit within four days to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office. Thereupon Congress shall decide the issue, assembling within forty-eight hours for that purpose if not in session. If the Congress, within twenty-one days after receipt of the latter written declaration, or, if Congress is not in session, within twenty-one days after Congress is required to assemble, determines by two-thirds vote of both Houses that the President is unable to discharge the powers and duties of his office, the Vice President shall continue to discharge the same as Acting President; otherwise, the President shall resume the powers and duties of his office.

ARTICLE XXVI

SECTION 1. The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

SECTION 2. The Congress shall have power to enforce this article by appropriate legislation.

APPENDIX C

U.S. Presidents and Vice Presidents

President	Vice President	Term
George Washington	John Adams	1789-1793
George Washington	John Adams	1793-1797
John Adams	Thomas Jefferson	1797-1801
Thomas Jefferson	Aaron Burr	1801-1805
Thomas Jefferson	George Clinton	1805-1809
James Madison	George Clinton (d. 1812)	1809-1813
James Madison	Elbridge Gerry (d. 1814)	1813-1817
James Monroe	Daniel D. Tompkins	1817-1821
James Monroe	Daniel D. Tompkins	1821-1825
John Quincy Adams	John C. Calhoun	1825-1829
Andrew Jackson	John C. Calhoun (resigned 1832)	1829-1833
Andrew Jackson	Martin Van Buren	1833-1837
Martin Van Buren	Richard M. Johnson	1837-1841
William H. Harrison (d. 1841)	John Tyler	1841-1845
John Tyler	*vacant*	
James K. Polk	George M. Dallas	1845-1849
Zachary Taylor (d. 1850)	Millard Fillmore	1849-1853
Millard Fillmore	*vacant*	
Franklin Pierce	William R. D. King (d. 1853)	1853-1857
James Buchanan	John C. Breckinridge	1857-1861

President	Vice President	Term
Abraham Lincoln	Hannibal Hamlin	1861-1865
Abraham Lincoln (d. 1865)	Andrew Johnson	1865-1869
Andrew Johnson	*vacant*	
Ulysses S. Grant	Schuyler Colfax	1869-1873
Ulysses S. Grant	Henry Wilson (d. 1875)	1873-1877
Rutherford B. Hayes	William A. Wheeler	1877-1881
James A. Garfield (d. 1881)	Chester A. Arthur	1881-1885
Chester A. Arthur	*vacant*	
Grover Cleveland	Thomas A. Hendricks (d. 1885)	1885-1889
Benjamin Harrison	Levi P. Morton	1889-1893
Grover Cleveland	Adlai E. Stevenson	1893-1897
William McKinley	Garret A. Hobart (d. 1899)	1897-1901
William McKinley (d. 1901)	Theodore Roosevelt	1901-1905
Theodore Roosevelt	*vacant*	
Theodore Roosevelt	Charles W. Fairbanks	1905-1909
William H. Taft	James S. Sherman (d. 1912)	1909-1913
Woodrow Wilson	Thomas R. Marshall	1913-1917
Woodrow Wilson	Thomas R. Marshall	1917-1921
Warren G. Harding (d. 1923)	Calvin Coolidge	1921-1925
Calvin Coolidge	*vacant*	
Calvin Coolidge	Charles G. Dawes	1925-1929
Herbert C. Hoover	Charles Curtis	1929-1933
Franklin D. Roosevelt	John N. Garner	1933-1937
Franklin D. Roosevelt	John N. Garner	1937-1941
Franklin D. Roosevelt	Henry A. Wallace	1941-1945
Franklin D. Roosevelt (d. 1945)	Harry S Truman	1945-1949
Harry S Truman	*vacant*	
Harry S Truman	Alben W. Barkley	1949-1953

President	Vice President	Term
Dwight D. Eisenhower	Richard M. Nixon	1953-1957
Dwight D. Eisenhower	Richard M. Nixon	1957-1961
John F. Kennedy (d. 1963)	Lyndon B. Johnson	1961-1965
Lyndon B. Johnson	*vacant*	
Lyndon B. Johnson	Hubert H. Humphrey	1965-1969
Richard M. Nixon	Spiro T. Agnew	1969-1973
Richard M. Nixon (resigned 1974)	Spiro T. Agnew (resigned 1973)	1973-1977
Gerald R. Ford	Nelson A. Rockefeller	
James E. Carter	Walter F. Mondale	1977-1981
Ronald W. Reagan	George Bush	1981-1985
Ronald W. Reagan	George Bush	1985-1989

Glossary

GLOSSARY

ABOLISH
To do away with; to put an end to.

AFFIRM
To declare firmly; to maintain to be true.

ALCOHOLIC BEVERAGES
Drinks which contain alcohol, such as beer, wine and liquor.

ALLY
Group or country which helps another, usually in times of war.

ARMAMENTS
War equipment, weapons, supplies.

ASSASSINATE
To murder a well-known person.

ASSERT
To force recognition of (one's rights, authority).

ASSUME
To take over or take responsibility for.

AUTONOMY
The right to make policies for or govern oneself. Usually, refers to governments rather than people.

BLOCKADE
Attempt by a country to stop the trade and travel of another country by sealing off its ports and coastline.

BOYCOTT
To refuse to have dealings with an organization (country) so as to show disapproval.

CAMPAIGN
An attempt to convince people to vote for someone for public office.

CASUALTY
One injured, killed, captured, or missing in action during a war.

CENTRALIZED GOVERNMENT
Policies are made at the national level, rather than at the local level.

CIVIL RIGHTS
Rights which belong to a person because of his or her being a member of a particular society; for example, an American.

CIVILIAN
People not in the military.

COINAGE
Act of making metal into coins.

COMMANDER IN CHIEF
The top leader of the armed forces. In the United States, the *Commander in Chief* is also the President.

COMPROMISE
To settle differences by agreeing to accept less than what was wanted.

CONFIRMATION
Supporting evidence for an idea or statement.

CONTROVERSIAL
Relating to issues about which people have and express opposing views.

CONTROVERSY
A discussion in which opposing views are stated.

CONVOY
A group of vehicles organized to protect each other while traveling.

DEMOCRATIC INSTITUTIONS
Groups or organizations in which decisions are made by votes of the members.

DEMONSTRATE
To protest, or to make one's opinion or feelings known about a cause, issue, etc.

DESEGREGATE
To open to all people, regardless of race.

DIRECT DEMOCRACY
The people vote to make all the decisions about their government.

DISCRIMINATION
Being treated differently, usually worse, for some characteristic such as race, religion, national origin or sex. *Discrimination* is discouraged in the U.S.

DOMESTIC
Of, from or within a country's own territory.

DRAFT
To force people to enroll in military service.

EXECUTE
To carry out.

EXECUTIVE POWER
Special powers or privileges which the leader of the executive branch is given.

FANATIC
A person who holds extreme views.

FEDERAL
Belonging to the nation.

FREEDOM OF RELIGION
The right for people to choose how to worship or to not worship at all. The government may not interfere with each person's choice.

HIERARCHY
An arrangement by rank.

IMPEACHMENT PROCEEDINGS
Trial to determine whether a public official is guilty of committing crimes.

INDISPENSABLE
Essential; absolutely necessary.

INDUSTRIAL CAPACITY
Ability to produce manufactured goods.

INDUSTRIALIZED
Made up of manufacturing businesses which use machines

to produce goods; usually as opposed to rural economies which depend on farming.

INEVITABLE
Sure to happen; certain.

INTERDEPENDENT
Relying on or needing the support of each other.

INTERVENTION
The act of interfering or involving oneself in the affairs of another nation.

ISOLATION
The act of staying away from others.

ISOLATIONISM
The belief that one should stay away from others.

JOINT RESOLUTION
Referring to the U.S. Congress, a statement passed by both Houses, and having the power of law if signed by the President or passed over his/her **veto.**

JURY
A group of people chosen to hear a case in court. The *jury* makes a decision based upon the evidence.

LANDSLIDE
In elections, to win by a large **majority**; a great victory.

LEGALLY BINDING
Upheld by the law; must be obeyed; lawful.

LEGISLATURE
A group of people with authority to make laws for a political unit, such as a state or country.

MAJORITY
More than half. Winning most elections requires more than half of the votes.

MALICE
Desire to harm others or to see others suffer.

MERCHANT MARINE
The ships of a nation which are used for trading and commerce.

MILITIA
The citizens in a state who do not belong to the armed forces but who are called to duty in case of an emergency.

MILITIAMEN
The citizens in a state who do not belong to the armed forces but who are called to duty in case of an emergency.

MINORITY
Less than half.

MINUTE MEN
Men who fought for American **independence.** They were given the name *Minute Men* because they stayed with their families and at their jobs, but promised to be ready to fight at any time.

MUTUALLY DEPENDENT
Relying on or needing the support of each other; same as **interdependent**.

NATIONALISM
A feeling of interest, loyalty and devotion to one's country.

NATIONALISTIC
Feeling interest in, loyalty and devotion to one's country.

NEGOTIATE
To discuss to bring about a **compromise** on an issue to reach an agreement.

NEGOTIATION
The act of discussing to bring about a **compromise** on an issue to reach an agreement.

NEGOTIATOR
A person who discusses an issue, trying to reach an agreement.

NEUTRAL
Not taking sides with one country or another.

OPTIMISTIC
Expecting a favorable or successful outcome.

PEACEFUL COEXISTENCE
Countries which have differences with each other agree to try to maintain peace.

PEERS
People who are similar to each other in rank, position, etc.

PLATFORM
The stated principles of a political party or candidate for public office.

PRECEDENT
An action which serves as an example or rule for similar situations.

PROCLAMATION
A public statement or announcement.

PROHIBIT
To refuse to allow; to forbid.

PROPAGANDA
The spreading of information of a given view or interest.

PROPOSE
To suggest; to put forward a plan.

QUARTERING
Housing or providing living space.

QUOTA
An allotment; the maximum number or proportion of persons who may be admitted.

RATIFY
To approve or confirm formally; to make valid and binding.

RATION
To restrict or limit the amount, as during wartime.

RECOGNIZE
To accept the reality or existence of (a government).

REFORM
Change which makes something better; correction of a problem.

REGULATE
To make rules for; to control.

REPEAL
To take back or recall, usually a law.

REPRESENTATIVE ASSEMBLIES
Groups which make the decisions of government. The representatives are elected by the people to make the decisions.

REPRESENTATIVE DEMOCRACY
The people choose or elect officials to make decisions for them about their government. On some issues, however, the people vote, rather than their representatives.

SEARCH WARRANT
A legal document police are required to have to search (look for thoroughly) a home or person. The *search warrant* describes what the police believe they will find, and why they believe that person has it. The police can obtain a *search warrant* only if they can show that there is reason to believe the person has committed a crime.

SECTIONAL RIVALRY
Arguments and competition between different areas of a country.

SECTIONALISM
Feeling of loyalty and devotion to local interests (rather than to one's country).

SIMPLE MAJORITY
More than half; same as **majority**.

SOVEREIGN
Having absolute authority over a territory or space.

SPECULATION
Buying and selling, especially stocks, in hopes of making money from changes in the market.

STABILIZE
To put in balance; to hold steady.

STALEMATE
A situation in which it is impossible for either side to move or take action.

SUFFRAGETTE
Woman who worked to obtain the right to vote for women.

SURPLUS
An amount beyond what is needed, such as a *surplus* of funds.

SURRENDER UNCONDITIONALLY
The winning side in a war sets all the terms or conditions to the peace settlement.

TARIFF
A tax on goods imported into or exported out of a country.

TARIFF BARRIERS
High taxes on imported products which are designed to limit the number of foreign-made goods entering a country.

TESTIFY
To give evidence under oath.

TOTAL WAR
War that involved every individual and all the resources of the country. Also, usually means that **civilian** as well as military targets were attacked.

TRENCH WARFARE
A strategy of war in which ditches (trenches) are dug in the ground for the troops to hide in while they shoot at the enemy troops, who are also in trenches.

TRY
To put a person accused of a crime on trial.

TURMOIL
A lack of order or regular arrangement.

TURNING POINT
Decisive moment; a time at which something changes.

UNCONDITIONAL
Without terms or limits.

UNCONDITIONAL AND IMMEDIATE SURRENDER
The winning side in a war sets all the terms or conditions to the peace settlement. The winning side also wants the losing side to surrender right away.

UNIFIED
Acting as one, with the same ideas, goals and plans.

VETO
Power of the head of the executive branch to keep a bill from becoming law.

WARRANT
Same as **search warrant.**

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